

# Coach Training Manual

Teaching Foundational Skills  
Through Reading and Writing

Tennessee Department of Education | 2017

# Welcome, Read to be Ready Coaches!

We welcome you back to the Read to be Ready Fall Convening for another exciting collaborative time of learning and growing together as we work to increase literacy achievement across Tennessee.

We want to share our appreciation to our content development partners at Lesley University. We value this team's collaboration and effort in the creation of the materials to be used for this convening. As with our previous convenings, we would also like to acknowledge the Tennessee educators on our Content Review Committee who served as close partners in the shaping of this work. This committee includes the following members:

- Kristen Brockman – Teacher, Hamblen County Schools
- Rachel Campbell – Teacher, Elizabethton City Schools
- Carissa Comer – Read to be Ready Coach, Putnam County Schools
- Tracy McAbee – Principal, Polk County Schools
- Krista Murphree – Teacher, Rutherford County Schools
- Tyler Salyer – Assistant Principal, Collierville Schools
- Lynn Tschaplinski – District Elementary Reading Coordinator & Reading Specialist, Oak Ridge City Schools

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To the many people who are deeply invested in this work, including those in our CORE Offices, district and building leaders, coaches, and teachers across the state...WE THANK YOU! Your work is having an impact on the lives of so many students across Tennessee.

Educationally yours,



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# Critical Attributes for Semester 3

## **Foundational Skills: Teaching Foundational Skills Out of Text**

- Integrate the Tennessee Academic Standards
- Consider student needs in connection with standard goals
- Identify lesson purpose and objectives based on student needs
- State the foundational skill in clear, concise language
- Use an adequate number of meaningful examples to make the foundational skill clear
- Use visual models (e.g., charts, magnetic letters, etc.) to demonstrate the foundational skill
- Engage students in the application of foundational skills using specific tasks that extend learning opportunities
- Engage students in shared learning activities (e.g., letter-sound matching, word learning, etc.) in which they provide examples of how they applied their knowledge of foundation skills
- Observe student responses to gain formative assessment data

## **Foundational Skills: Teaching Foundational Skills Linked to Authentic Text**

- Integrate the Tennessee Academic Standards
- Consider student needs in connection with standard goals
- Identify lesson purpose and objectives based on student needs
- Teach students based on their needs how to:
  - Say words slowly, identify sounds, and represent them with letters;
  - Notice the visual features of words;
  - Use word parts or spelling patterns;
  - Read, write, and use high frequency words;
  - Notice and use word structure; and
  - Learn new word meanings.
- Use language to teach, prompt for, or reinforce fluent processing of text
- Observe student responses to gain formative assessment data

# Module 1: Reflecting Upon Past Learning

## Objectives

- Recognize the hard work and dedication of our Read to be Ready Coaches
- Celebrate the successes that have occurred and identify some factors that led to these successes
- Identify areas of need and support for ourselves, our region, and our network

# Read to be Ready Coach of the Month

Each month we will be accepting nominations from the department's Reading Coach Consultants and from teachers across the state for the Read to be Ready Coach of the Month. Coaches who receive this honor will be spotlighted on the [Read to be Ready website](#).

We are excited to announce the recipients of the Read to be Ready Coach of the Month award.

# Celebrate Success

"Creating a culture for collaboration that supports teacher learning is vital to the health and life of the school" (Lyons & Pinnell, 2001, p. 7).

Read the following quote from *Systems for Change in Literacy Education*, and reflect in the space provided about how your work as a coach has supported collaborative learning.

In order to be successful, teachers need to know how to use their knowledge and expertise to inform their practice, they need to receive support and encouragement for their efforts, and they need to participate in ongoing professional development to improve, refine, and extend their skills. Most important, they need to know how to work with others as equals and colleagues. (Lyons & Pinnell, 2001, p. 7)

## Reflection

# Reflection Upon Past Learning

Please respond individually to the following questions:

What are you noticing about the ways the coaches/teachers you support are beginning to integrate interactive read aloud into their daily instructional practices?

What are you noticing about the ways the coaches/teachers you support are beginning to integrate shared reading into their daily instructional practices?

What type of a culture of collaborative learning is continuing to form within your district/school?

What instructional shifts are occurring based on the work you have been engaged in thus far? How are the coaches/teachers working together in more collegial ways?

How are the professional learning opportunities supporting the growth of the teachers?

Share your thoughts with the participants at your table. Note any patterns or trends amongst the members of your table. As a table, summarize and chart your group's reflections.

**Reflection**

What are you taking away from this experience?

# Being the Learning Leader

"Organizational theorists advise that a key to improving any organization is honestly assessing the current reality (Collins, 2001) and confronting the hard facts (Pfeffer & Sutton, 2006)" (DuFour, DuFour, & Eaker, 2009, p. 95).

It is important to recognize and celebrate the successes of change initiatives as a learning leader. As you continue to think about developing cultures of collaboration, support, and growth, take time to consider and analyze what may be halting growth patterns.

Read the "Ten Barriers to Change" (Lyons & Pinnell, 2001) and consider which barriers may be affecting the schools/teachers that you are working with.

## Ten Barriers to Change:

1. **Unstable Environments:** changing administration, transient teachers, student mobility
2. **No Clear Vision:** competing agendas among staff, administration
3. **Isolationism:** tradition of working individually and alone rather as professional colleagues
4. **Rigid Organizational Patterns:** rules, regulations, traditions, and ways to manage time that are hard to change
5. **Balkanized Domains:** separation of departments, grade levels, and other groups that compete
6. **Fear of Leading:** fear of jealousy, negative attention for stepping out front
7. **Paralyzing Sameness:** a feeling of inertia, resulting in reluctance to expend extra energy that change requires
8. **Fear of Failure:** lack of confidence that the change will "work" or that individuals can accomplish the goals
9. **Oppressive Power Relationships:** feelings of powerlessness because changes are imposed; lack of ownership
10. **Desire for the Quick Fix:** going too fast without time to reflect, building ownership, and improve the program

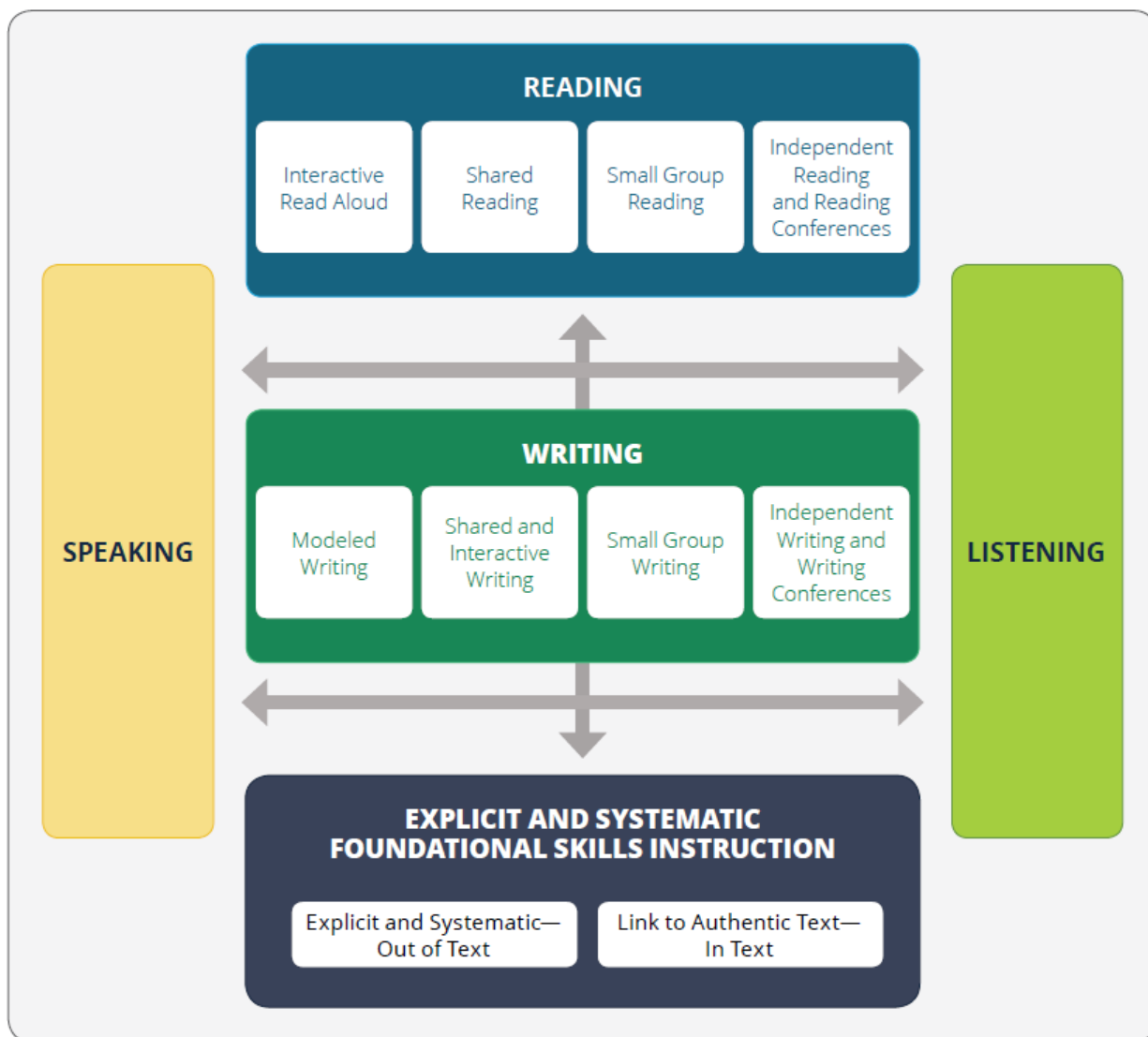
(Lyons & Pinnell, 2001, p. 186)

Selected barrier(s):
Beginning steps to working on the selected barrier(s):
Turn and talk to a person at your table. Share one barrier you have selected and some beginning steps for working on that barrier.

# Elements of the Literacy Block

Take a moment to review the Elements of the Literacy Block visual that follows. This graphic represents the elements of high quality literacy instruction. This semester will focus on foundational skills taught within and outside of text. Previous semesters have focused on Interactive Read Aloud and Shared Reading. Notice how foundational skills are situated within the graphic.

The Tennessee English Language Arts Standards offer multiple strands, including reading (comprehension), language, writing, speaking and listening, and foundational skills. Standards from all of the strands are integrated within this sequence of lessons to support students in developing both skills-based and knowledge-based competencies based on the texts and student needs. In addition to building students' knowledge-based competencies through listening, reading, speaking, and writing, teachers need to explicitly and systematically teach the foundational skills and give students ample opportunities to practice those skills in reading and writing.



Learning to read is a developmental process. Most children follow a similar pattern and sequence of reading behaviors as they learn how to read: from appreciation for and awareness of print to phonological and phonemic awareness to phonics and word recognition. Foundational skills are reading skills that students typically develop in the primary grades. The skills and behaviors that develop early serve as the base for later competence and proficiency. They are the building blocks that children learn to utilize to develop subsequent, higher-level skills to become proficient readers. (Brown, C. S., 2014, p. 35)

**Reflection**

How do foundational skills fit within the elements of the literacy block?

# Identifying Our Resources

## **Tennessee English Language Arts Standards**

The Tennessee English Language Arts Standards are your guide for instruction. They serve as learning outcomes for every grade level. Within each standard are grade level goals you should plan to accomplish over the school year.

## ***The Fountas & Pinnell Literacy Continuum***

*The Fountas & Pinnell Literacy Continuum* describes competencies in each instructional strategy that students will experience. Included in this resource are goals and behaviors that can be used to inform instruction. It also provides ways to look at and analyze texts. This resource can be used as a:

- foundation for setting school and/or district goals
- link to state and national standards
- support to help administrators and teachers achieve a common vision
- basis for instructional coaching

## **Alignment of Tennessee English Language Arts Standards and *The Fountas & Pinnell Literacy Continuum* (Alignment Document)**

“The Alignment of Tennessee English Language Arts Standards and *The Fountas & Pinnell Literacy Continuum*” (or the Alignment Document) lists the Tennessee English Language Arts Standards. This document provides examples of the literacy behaviors that represent observable evidence of the standards. The sample behaviors are taken from a comprehensive description of observable reading, writing, listening, speaking, and foundational skills from *The Fountas & Pinnell Literacy Continuum*.

You will be referring to the Alignment Document throughout this semester and in future semesters. The document will be used as a resource tool for identifying goals and documenting specific behavioral evidence of student learning. It will be important for you to become familiar with the tool so that you can use it as an instructional resource.

It is important to note that this document is not meant to replace The Tennessee English Language Arts Standards nor *The Fountas & Pinnell Literacy Continuum*, but to illustrate the alignment between the two documents. Each goal, stated as a standard, may have hundreds of behaviors that support it. Therefore, this Alignment Document provides only a sample of those behaviors from *The Fountas & Pinnell Literacy Continuum* that most closely align with the standard. This document also illustrates how each of the instructional outcomes supports the Tennessee English Language Arts Standards. A comprehensive list of behaviors is available in *The Fountas & Pinnell Literacy Continuum*.

## **Taking A Look at the Alignment Document and the *Fountas & Pinnell Literacy Continuum***

Investigate the Alignment Document and *The Fountas & Pinnell Literacy Continuum* so you can begin to think about what each one has to offer and how they can be used to support observation and instruction.

1. Turn to p. 45 of the Alignment Document, Grade 2, Foundational Literacy Standards 3 (2.FL.PWR.3), “Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.” In the goldenrod band, notice a few of the important behaviors you might notice, teach and/or support in order to support this standard during Phonics, Spelling and Word Study.
2. Turn to pp. 370-373 of *The Fountas & Pinnell Literacy Continuum* and notice how many behaviors and understandings there actually are within the goals for Phonics, Spelling and Word Study. Teaching outside of text.
3. Now, look at pp. 126–129 of *The Fountas & Pinnell Literacy Continuum* and notice how many behaviors and understandings there are within the goals for Shared and Performance Reading and how you might support the teaching of foundational skills within text (lavender band).

### **Reflection**

What are some ways the Alignment Document can be used as an instructional resource? How can it help teachers understand more about the Tennessee English Language Arts Standards?

How can you use the Alignment Document and *The Fountas & Pinnell Literacy Continuum* to support your own professional learning?

When and how might you use the Alignment Document and *The Fountas & Pinnell Literacy Continuum* while working with a teacher or a principal?

### **Vision for Third Grade Reading Proficiency and Teaching Literacy in Tennessee**

The *Vision for Third Grade Reading Proficiency* and *Teaching Literacy in Tennessee* documents are companions that may be used in conjunction with the Tennessee English Language Arts Standards and *The Alignment Document* to guide planning and instruction. The *Vision for Third Grade Reading Proficiency* was created by the Early Literacy Council to present a vision for what reading proficiency looks like and explains the necessary factors to achieving this vision. *Teaching Literacy in Tennessee* provides practical guidance and resources that support educators in implementing effective Tier I literacy practices. You will see elements of both of these documents woven throughout the materials as each offers practical guidance for developing proficient readers, writers, and thinkers.

## **Closing Words**

A network can be very helpful in solving the problems of change. Working across networks, in different contexts and with different problems, promotes out-of-the-box thinking. You get different ideas by looking at things from a different perspective. Everyone involved in a network begins to see that he is not the only one who has problems, that she is not the only one who is experiencing success. Everyone sees that teacher development and educational change are ongoing. (Lyons & Pinnell, p. 193, 2001)

# MODULE 2: Tennessee Foundational Skills (What are they and why are they important?)

## Objectives

- Discuss the definition and importance of foundational skills and how they contribute to students' reading and writing achievement
- Investigate how foundational skills are embedded in the processes of reading and writing

## Link to Tennessee Academic Standards

Foundational skills lessons focus on the explicit teaching of **Foundational Literacy**, while incorporating additional **Reading, Writing**, and **Speaking and Listening Standards** through questioning, discussion, and tasks.

## TEAM Connection

- Standards and Objectives
- Motivating Students
- Presenting Instructional Content
- Activities and Materials
- Teacher Content Knowledge
- Teacher Knowledge of Students

# Introduction: What are Foundational Skills?

The ultimate goal of literacy instruction is to cultivate a literate society of readers, writers, speakers, listeners, and thinkers. As educators, we need to understand the Seven Tennessee Foundational Literacy Standards of print concepts, phonological awareness, phonics and word recognition, word composition, fluency, sentence composition, and vocabulary acquisition.

The following chart is a private reflection of your current understandings of the Tennessee Foundational Literacy Standards. Take a few minutes and record your current understandings of each of the seven Tennessee Foundational Literacy Standards under the column "Today, my understanding is..." You will return to this chart at the end of Module 6 and then reflect in the "Now, my understanding is..." column.

Foundational Literacy Standards	Today, my understanding is. . .	Now, my understanding is. . .
Print Concepts		
Phonological Awareness		

<b>Foundational Literacy Standards</b>	<b>Today, my understanding is. . .</b>	<b>Now, my understanding is. . .</b>
Phonics and Word Recognition		
Word Composition		
Fluency		

<b>Foundational Literacy Standards</b>	<b>Today, my understanding is. . .</b>	<b>Now, my understanding is. . .</b>
Sentence Composition		
Vocabulary Acquisition		

# What are Foundational Skills?

Fountas and Pinnell (2017a) have identified Nine Areas of Learning in the process of developing efficient systems for word solving. These Nine Areas of Learning help to refine the broad Foundational Literacy Standards of print concepts, phonological awareness, phonics, word recognition, word composition, and vocabulary acquisition. Reading and writing require proficiency in all of the nine areas. Each of the Nine Areas of Learning are influential in developing flexible readers, writers, and word solvers. The Nine Areas of Learning can be directly linked to the Tennessee Foundational Literacy Standards. The following chart provides a definition of each of the Nine Areas of Learning along with a few examples of foundational skills behaviors.

Nine Areas of Learning		
Category	Definition	Examples
Early Literacy Concepts	Understandings related to how written language or print is organized and used	Develop an understanding that readers: <ul style="list-style-type: none"> <li>• Read print not pictures</li> <li>• Read left to right</li> <li>• Understand that words are groups of letters with space on either side</li> <li>• Understand there is a difference between a word and a letter</li> <li>• Understand that a letter is always the same</li> <li>• Understand that the first letter in a word is on the left, and the last letter is right before the space (or ending punctuation)</li> </ul>
Phonological Awareness	An overall awareness of sound in oral language that includes identifying, counting isolating, segmenting, blending and manipulating (inserting, deleting, and substituting) sounds at the word level, syllable level, onset/rime level, and phoneme level.	<ul style="list-style-type: none"> <li>• Hear and say rhyming words</li> <li>• Hear, say, and clap syllables</li> <li>• Hear and divide onsets and rimes</li> <li>• Hear and say the same beginning phoneme in words</li> <li>• Change the beginning phoneme to make a new word</li> </ul>
Letter Knowledge	The ability to recognize and label the graphic symbols of language	<ul style="list-style-type: none"> <li>• Recognize letters and state their names</li> <li>• Categorize letters by features</li> <li>• Understand and talk about the fact that words are formed by letters</li> <li>• Recognize and name letters in words in continuous print</li> <li>• Use efficient and consistent motions to form letters in manuscript print with writing tools</li> </ul>

Nine Areas of Learning		
Category	Definition	Examples
Letter-Sound Relationships	The correspondence of letter(s) and sound(s) in written or spoken language	<ul style="list-style-type: none"> <li>• Recognize and use beginning, ending, and medial consonant sounds and the letters that represent them</li> <li>• Recognize and say consonant clusters that blend two or three consonant sounds</li> <li>• Recognize and use consonant clusters at the end of words</li> <li>• Understand and talk about the fact that some letters represent vowel sounds</li> <li>• Hear and identify short and long vowel sounds and the letters that represent them</li> <li>• Recognize and use letter combinations that represent long vowel sounds</li> </ul>
Spelling Patterns	Beginning letters (onsets) and common phonograms (rimes), which form the basis for the English syllable	<ul style="list-style-type: none"> <li>• Recognize and use the consonant-vowel-consonant (CVC) pattern</li> <li>• Recognize and use phonograms with a vowel-consonant-silent e (VCe) pattern</li> <li>• Recognize and use phonograms with a short vowel sound in single-syllable words</li> <li>• Recognize and use phonograms with a double vowel</li> <li>• Recognize and use phonogram patterns with vowels and r in single-syllable words</li> <li>• Understand and talk about the fact that some words have a double consonant</li> </ul>
High Frequency Words	Words that occur often in the spoken and written language	<ul style="list-style-type: none"> <li>• Locate and read high-frequency words in continuous text</li> <li>• Read and write approximately twenty- five high-frequency words (kindergarten)</li> <li>• Read and write approximately one hundred high-frequency words (first grade)</li> <li>• Read and write approximately two hundred high-frequency words (second grade)</li> <li>• Read and write approximately three hundred high-frequency words (third grade)</li> </ul>

<b>Nine Areas of Learning</b>		
<b>Category</b>	<b>Definition</b>	<b>Examples</b>
Word Meaning/ Vocabulary	Word meaning refers to the commonly accepted meaning of a word in oral or written language. Vocabulary often refers to the words one knows in oral or written language	Develop an understanding of: <ul style="list-style-type: none"> <li>• Concept words</li> <li>• Related words (synonyms, antonyms, homophones, homographs, multiple meanings)</li> <li>• Combined and created words (compound words)</li> <li>• Figurative uses of words (onomatopoetic words)</li> <li>• Parts of words (prefixes)</li> <li>• Word origins</li> </ul>
Word Structure	Word structure refers to the parts that make up a word	Develop an understanding of: <ul style="list-style-type: none"> <li>• Syllables</li> <li>• Compound Words</li> <li>• Contractions</li> <li>• Plurals</li> <li>• Possessives</li> <li>• Suffixes</li> <li>• Prefixes</li> <li>• Abbreviations</li> </ul>
Word-Solving Actions	The strategies readers/writers use to recognize/write words and understand their meaning(s)	<ul style="list-style-type: none"> <li>• Use what is known to solve/write new words</li> <li>• Analyze words to solve/write them</li> <li>• Change, add, or remove parts to solve/write words</li> <li>• Use strategies to solve words and determine their meanings</li> <li>• Use reference tools to solve and find information about words</li> </ul>

Adapted from Fountas & Pinnell, 2017a

# The Tennessee Foundational Literacy Standards

According to the Tennessee English Language Arts Standards, "Literacy is a multi-faceted, complex relationship of interrelated skills. The ultimate goal of literacy instruction is for students to become proficient readers and writers. Before proficiency can be achieved, children must adequately develop the essential foundational skills during the early grades" (Tennessee Department of Education, 2016, p. 4). The Tennessee Foundational Literacy Standards include:

**FL.PC.1—Print Concepts:** Demonstrate understanding of the organization and basic features of print.

**FL.PA.2—Phonological Awareness:** Demonstrate understanding of spoken words, syllables, and sounds (i.e., phonemes).

**FL.PWR.3—Phonics and Word Recognition:** Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

**FL.WC.4—Word Composition:** Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

**FL.F.5—Fluency:** Read with sufficient accuracy and fluency to support comprehension.

**FL.SC.6—Sentence Composition:** Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

**FL.VA.7—Vocabulary Acquisition:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

The following chart correlates the Tennessee Foundational Literacy Standards with the Fountas and Pinnell Nine Areas of Learning. Five of the seven Tennessee Foundational Literacy Standards are represented on this chart. The Fluency and Sentence Composition Standards will be addressed separately later in the materials. Take a look at the Nine Areas of Learning and see how they align with the Tennessee Foundational Literacy Standards as well as how they demonstrate the wide range of learning that falls within each of the standards. Notice that the Nine Areas of Learning are distributed across the Tennessee Foundational Literacy Standards and sometimes appear in multiple categories of the standards.

<b>Correlation Chart</b>	
<b>Tennessee Foundational Literacy Standards</b>	<b>Nine Areas of Learning</b>
<i>Print Concepts:</i> Demonstrate understanding of the organization and basic features of print.	Early Literacy Concepts (PreK–Grade 1)
<i>Phonological Awareness:</i> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Phonological Awareness (PreK–Grade 1)
<i>Phonics and Word Recognition:</i> Know and apply grade-level phonics and word analysis skills when decoding isolated words and in context.	Letter Knowledge Letter-Sound Relationships Spelling Patterns High Frequency Words Word Structure Word-Solving Actions
<i>Word Composition:</i> Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.	Letter Knowledge Letter-Sound Relationships Spelling Patterns High Frequency Words Word Structure Word-Solving Actions
<i>Sentence Composition:</i> Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation when writing.	Word Structure Word Meaning and Vocabulary
<i>Vocabulary Acquisition:</i> Demonstrate or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing word parts, and consulting general and specialized references materials, as appropriate.	Word Meaning and Vocabulary Word Structure Word-Solving Actions

**Reflect upon the following:**

How does this chart help you to think about the connections between the Nine Areas of Learning and the Tennessee Foundational Literacy Standards?

What area(s) would you like to think/learn more about? Why?

# Foundational Skills: Phonics Inventory Reflection

Take a moment to look over your completed Phonics Inventory (Appendix A) and reflect upon the following:

What did you, as a competent adult word-solver, need to know and use to complete the Phonics Inventory?

Which areas of learning were easily accessible to you and which ones took more conscious thought? Why?

How did the Phonics Inventory help you think about the information students need to understand and apply in order to be flexible word solvers?

How can the Nine Areas of Learning help you think more about the Tennessee Foundational Literacy Standards?

Once you have finished your self-reflection, share with a partner at your table what the Phonics Inventory helped you think about, in terms of the Foundational Literacy Standards of print concepts, phonological awareness, phonics and word recognition, word composition, and vocabulary acquisition.

# Flexible Word Solving

For students to become flexible word solvers while reading and writing, they need to call upon all of the Nine Areas of Learning. Helping students to connect these areas is critical to learning how to read and write. If the Nine Areas are only taught in isolation, students may become limited in their ability to solve and write words quickly and accurately. Proficiency is required in each of these areas as gaps in any of the areas of learning can lead to student confusion and inefficient word solving abilities while reading and writing.

Kaye (2007) conducted a study of proficient second grade reading behaviors and found that "the twenty-one proficient readers that she studied had more than sixty different ways to overtly solve words, usually working with large, sub-word level units. They never appealed for help without initiating attempts to work out difficulty and never articulated words phoneme-by-phoneme" (Abstract). It is important that foundational skills are viewed and taught as a network of actions that need to work together.

A study done by Gaskins, Ehri, Cress, O'Hara, and Donnelly (1997) found that children who struggle to learn how to read are students who "have devised strategies for learning words that are not reliable or efficient" (p. 312). This study showed that students who were struggling to learn how to read were not flexible word-solvers. The students studied had a small number of accessible word-solving strategies. Some students attempted to remember words based on their shapes or salient visual features. Others relied on a few symbol-sound associations, often for the first and last letters of words. A few students sounded out words laboriously but were unable to blend the sounds together to produce recognizable words. Still others tried to memorize texts or rely solely on context clues to guess at the identities of words. They did not have a network of actions that were working together.

The following chart represents the Nine Areas of Learning as a network of flexible word solving actions. Students need to use all nine systems as they read and write.



(Fountas & Pinnell, 2017a)

Each one of the nine areas requires several years for a student to achieve a high level of learning, one that assures the student is not learning a narrow definition but is developing deep, internalized understandings that allow him to apply the understanding constantly and usually without conscious effort. (Fountas & Pinnell, 2017a, p. 4)

# Developing Flexible Word Solvers

The following table outlines a developmental progression of the Nine Areas of Learning and the Tennessee Foundational Literacy Standards from kindergarten to grade 4. The color-coding represents the Nine Areas of Learning across the grades (each in different shade of blue), and the typed text within the color shadings represents the Tennessee Foundational Literacy Standards. As you can see in the table, each of the Nine Areas of Learning and the standards form a progression that builds to ensure continued progress over a span of grades. Read through the table and notice how foundational skills span a continuum of learning across grades.

**State Standards are not all encompassing or all inclusive.** The standards document is highly focused and prioritized for Tennessee. Coupled alongside the Nine Areas of Learning, teachers are able to pinpoint areas to ensure continued progress along the foundational literacy sequence. Consider the following examples as represented on the table that follows:

- High-frequency words are introduced in kindergarten and revisited in grade three in the Tennessee Foundational Literacy Standards. The expansion of high frequency words is extremely important for readers and writers throughout the elementary years; therefore, it is essential to continue to build and develop high frequency words across the grades, even though there is not a specific standard notation in the Tennessee English Language Arts Standards.
- In the area of Word Structure, contractions within the Tennessee Foundational Literacy Standards are shown in grade 2. The Nine Areas of Learning offers a perspective of contractions spanning the grades from kindergarten through grade 4.
- Letter-Sound Relationships are present from kindergarten through grade 4 in the Tennessee Foundational Literacy Standards, and appears in the Nine Areas of Learning starting in Kindergarten.

Learning is continual and grows in complexity across grade levels as shown in the Tennessee Foundational Literacy Standards and The Nine Areas of Learning. Both promote flexible word solving actions and practice outside of and within text. These flexible word-solving skills work in coordination with each other to build highly efficient and effective word solvers that are successful readers and writers.

## Developing Flexible Word Solving: Nine Areas of Learning

		K	1	2	3	4
Early Literacy Concepts		K.FL.PC.1a	1.FL.PC.1a			
Phonological	Rhyming	K.FL.PA.2a				
	Syllables	K.FL.PA.2b	1.FL.PA.2b			
	Words					
	Onset and Rime	K.FL.PA.2c	1.FL.PA.2c&d			
	Phonemes	K.FL.PA.2d&e	1.FL.PA.2b,c,d			
Knowledge	Identify Letters	K.FL.PC.1d				
	Recognizing Letters in Words and Sentences	K.FL.PC.1d				
	Forming Letters	K.FL.WC.4a	1.FL.WC.4g	2.FL.WC.4f	3.FL.WC.4d	4.FL.WC.4b
Letter-Sound Relationships	Consonants	K.FL.PWR.3a	1.FL.PWR.3a	2.FL.WC.4a		
	Vowels	K.FL.PWR.3b	1.FL.PWR.3c 1.FL.WC.4b	2.FL.PWR.3a, b 2.FL.WC.4a		
	Letter-Sound Representation	K.FL.SC.6h	1.FL.SC.6j	2.FL.WC.4f 2.FL.SC.6h	3.FL.WC.4d 3.FL.SC.6j	4.FL.WC.4b 4.FL.SC.6f
Spelling Patterns	Phonogram Patterns	K.FL.WC.4d			3.FL.WC.4a	
	Vowel Phonogram Patterns/Single Syllable Words			2.FL.PWR.3b	3.FL.WC.4a	
	Assorted Patterns in Multi-syllable Words				3.FL.WC.4a	
	Vowel Phonogram Patterns/Multi-syllable words				3.FL.WC.4a	
High Frequency Words		K.FL.PWR.3c			3.FL.WC.4b	
Word Meaning /Vocabulary	Concept Words					
	Related Words	K.FL.VA.7bii K.FL.VA.7a	1.FL.VA.7bi,ii	2.FL.VA.7a	3.FL.VA.7a	4.FL.VA.7a 4.FL.VA.7biii
	Combined and Created Words			2.FL.VA.7aiv	3.FL.VA.7aiii	
	Figurative Use of Words					4.FL.VA.7bi,ii
	Parts of Words	K.F.VA.7aii		2.FL.VA.7aii	3.FL.VA.7aii	4.FL.VA.7aii
	Word Origins					4.FL.VA.7aii
Word Structure	Syllables	K.FL.WC.4e	1.FL.PWR.3b, d,e			
	Contractions			2.FL.WC.4a 2.FL.SC.6j		
	Plurals		1.FL.SC.6b	2.FL.WC.4a 2.FL.SC.6b		
	Suffixes		1.FL.PWR.3f 1.FL.WC.4c	2.FL.PWR.3d 2.FL.WC.4c	3.FL.PWR.3a	4.FL.PWR.3a
	Compound Words			2.FL.WC.4b 2.FL.VA.7aiv		
	Possessives		1.FL.SC.6c	2.FL.WC.4a 2.FL.SC.6j	3.FL.SC.6m	
	Abbreviations					
	Prefixes			2.FL.PWR.3d	3.FL.PWR.3a	4.FL.VA.7aii
	Word Roots					
Word Solving Actions	Analyzing Words to Solve Them	K.FL.PA.2d	1.FL.PA.2c,d			
	Using What is Known to Solve Words	K.FL.PWR.3d	1.FL.PWR.3g 1.FL.VA.7aiii	2.FL.PWR.3f 2.FL.VA.7aii,iii	3.FL.PWR.3d	
	Changing, Adding, or Removing Parts to Solve Words					
	Spelling Strategies	K.FL.WC.4d,f	1.FL.WC.4e	2.FL.WC.4a,b	3.FL.PWR.3a	4.FL.PWR.3a
	Taking Words Apart to Solve Them		1.FL.PWR.3e 1.FL.WC.4d			
	Using Strategies to Solve Words and Determine Their Meaning		1.FL.VA.7a	2.FL.VA.7a	3.FL.PWR.3a 3.FL.VA.7a	4.FL.VA.7a
	Using Reference Tools to Solve and Find Information About Words			2.FL.WC.4e 2.FL.VA.7av	3.FL.WC.4c 3.FL.VA.7aiv	4.FL.WC.4a 4.FL.VA.7aiv

Adapted from Fountas & Pinnell, 2017a

**Reflection**

Why is the network of the Nine Areas of Learning critical to developing students' competencies as flexible word-solvers?

Why is it helpful to represent the Tennessee Foundational Literacy Standards in a continuum?

# What Do Competent Word-Solvers Do?

As educators, it is essential that we know how to support children as flexible readers, writers, speakers, listeners, and word-solvers. Students need to develop phonics and word analysis understandings and they need to apply their understandings to reading and writing continuous text. The following *Competent Word-Solvers: The Importance of Foundational Skills* chart outlines the word solving actions that competent readers and writers need to understand and use to read and write.

Working with a partner, indicate in the spaces provided which of the different Area(s) of Learning (using abbreviations) students need to understand and utilize for each word solving action listed in the chart. The first two have been completed as examples.

Nine Areas of Learning:

- Early Literacy Concepts (ELC)
- Phonological Awareness (PA)
- Letter Knowledge (LK)
- Letter-Sound Relationships (LSR)
- Spelling Patterns (SP)
- High Frequency Words (HFW)
- Word Meaning/Vocabulary (WM/V)
- Word Structure (WS)
- Word Solving Actions (WSA)

# Competent Word-Solvers: The Importance of Foundational Skills

<i>In reading, competent word-solvers:</i>		<i>In writing, competent word-solvers:</i>	
Discriminate letter symbols in print quickly.	LK	Form letters easily and quickly.	LK
Recognize whole word as units.		Write the sounds they hear in words.	
Use word parts.		Write a large number of known whole words quickly and easily.	
Use letter-sound relationships in flexible ways.		Listen for and use word parts to construct words.	
Use knowledge of known words to get to unknown words.		Use letter-sound relationships in flexible ways to construct words.	
Sound out words by individual letter or by letter clusters.		Use knowledge of known words to write new words.	
Use base words to analyze parts.		Write words letter by letter, checking on the letter-sound relationships.	
Analyze words left to right.		Write words left to right.	
Check on their attempts by using letter-sound relationships and word parts.		Check on words they have written to be sure they look right and represent accurate letter-sound relationships.	
Use partial print information in combination with meaning and language information.		Use partial information along with references and resources such as word lists and dictionaries.	
Use the information about words in coordination with the meaning and language of the text.		Keep the composed message in mind while attending to the details of word construction.	
Use references and resources to learn the meaning and exact pronunciation of new words for which they can approximate pronunciation.		Attempt new words.	
Attempt new words.		Know that every word has at least one vowel.	
Notice letter patterns.		Know that every syllable has at least one vowel.	
		Think about base words.	

Adapted from Fountas & Pinnell, 1998

Read the following quote and respond to the reflection questions:

It's important to recognize that, while important, phonics, spelling, word analysis, and grammar and usage strategies are not the end goal of literacy education. Their importance lies in their contribution to reading and writing continuous text. The more that students can solve words, derive the meaning of words, spell words, and parse language syntax rapidly, fluently, and unconsciously, the more likely they are to read and write with competence and ease. (Fountas & Pinnell, 2017a, p. 2)

**Reflection Questions:**

What are you now thinking about the importance of teaching students to be flexible word solvers?
What did you notice and think about while you were completing the <i>Competent Word Solvers: What Do They Do?</i> chart?
What surprised you about what competent word solvers do while reading and writing? Why?
What would you like to think more about with regard to flexible word solving? Why?
What does this mean for instruction to support students' flexible word solving?

# Reading Fluency: What is it and Why is it Important?

Tennessee Foundational Literacy Standard #5 states as its cornerstone that students need to “read with accuracy and fluency to support comprehension.”

Take a moment to record in the box provided all of the words or phrases that come to your mind when you hear the word fluency.

Fluency

Fluent readers integrate the use of pausing, phrasing, stress, intonation, and appropriate rate as they read. Readers attend to many aspects of language to make their oral reading sound fluent. When reading fluently, readers are actively interpreting the author's message with their voice rather than just reading words at a quick pace. Read and reflect upon the descriptions of the Six Dimensions of Fluency and the Behaviors of Fluent Readers chart.

### Six Dimensions of Fluency:

1. **Pausing:** the way the reader's voice is guided by punctuation
2. **Phrasing:** the way the reader puts words together in groups to represent meaningful units of language
3. **Stress:** the emphasis given to words to reflect the meaning of the text
4. **Intonation:** the ways the reader varies the voice in tone, pitch, and volume to reflect the meaning of the text
5. **Rate:** the pace at which the reader moves through the text
6. **Integration:** the way the reader consistently and evenly orchestrates pausing, phrasing, stress, intonation, and rate

Behaviors of fluent readers
<ul style="list-style-type: none"> <li>Reflects punctuation with variation in voice through pausing, intonation, pitch, and stress</li> </ul>
<ul style="list-style-type: none"> <li>Pauses appropriately to reflect meaningful phrase units</li> </ul>
<ul style="list-style-type: none"> <li>Groups words into phrases that reflect meaning</li> </ul>
<ul style="list-style-type: none"> <li>Uses rising and falling tones in a way that is related to text meaning and punctuation</li> </ul>
<ul style="list-style-type: none"> <li>Places stress on words in a way that reflects meaning</li> </ul>
<ul style="list-style-type: none"> <li>Uses expression to reflect the interpretation of the meaning of the text</li> </ul>
<ul style="list-style-type: none"> <li>Reads with good momentum, not so fast that phrasing, stress, and intonation are lost</li> </ul>
<ul style="list-style-type: none"> <li>Varies speed, slows down and speeds up with purpose</li> </ul>
<ul style="list-style-type: none"> <li>Reads dialogue in a way that reflects aspects of characters</li> </ul>
<ul style="list-style-type: none"> <li>Focuses on meaning</li> </ul>

(Fountas & Pinnell, 2006, p. 63)

## Comprehension and Fluency:

In pairs, read through this partial article on "Capillary Electrophoresis (CE)." One person reads the paragraph aloud while the other person observes how the reader operates at any difficulty:

- What does the reader say and do?
- How fluently do they read the paragraph?
- Which dimensions of fluency were in place and which were not?

Once the paragraph is read, ask the reader to explain what he or she understood about capillary electrophoresis.

A major advantage of capillary electrophoresis is that many analytical experimental designs are possible, just as in the case of HPLC. In HPLC, a wide range of molecules can be separated by changing the column support (see Chapter 5, Section F, p. 140). In CE, the capillary tube may be coated or filled with a variety of materials. For separation of small, charged molecules, bare silica or polyimide-coated capillaries are often used. If separation by molecular sieving is desired, the tube is filled with polyacrylamide or SDS-polyacrylamide. If the capillary is filled with electrolyte and an ampholyte pH gradient, isoelectric focusing experiments on proteins may be done. (Boyer, 2012, p.186)

### Reflect on this experience:

What did you learn from this experience?
Was fluency interrupted while reading this passage? If so, where was it interrupted and why did the interruption occur?

What did you understand about this passage?

How has this activity helped you to think about the relationship between fluency and comprehension?

Consider the following quotes and record your current thoughts about fluency:

Reading fluency refers to the ability of readers to read quickly, effortlessly, and efficiently with good, meaningful expression. It means much more than mere accuracy in reading. While many readers can decode words accurately they may not be fluent or, as some reading scholars have termed, automatic in word recognition. These readers tend to expend a lot of mental energy that takes away from the more important task of getting to the text's overall meaning: comprehension. (Rasinski, 2003, p. 26)

Fluency is not a stage of development at which readers can read all words quickly and easily. Fluency changes, depending on what readers are reading, their familiarity with the words, and the amount of their practice with reading text. Even very skilled readers may read in a slow, labored manner when reading texts with many unfamiliar words or topics. For example, readers who are usually fluent may not be able to read technical material fluently, such as a textbook about nuclear physics or an article in a medical journal. (Armbruster, Lehr & Osborn, 2006, p. 20)

This excessive focus on rate can lead to fast, staccato reading rather than reading with appropriate pacing and may actually interfere with, rather than promote, comprehension (Samuels, 2007). Because excessive rate impedes comprehension, either by shifting the focus away from understanding or by actually interfering with the construction of meaning, most researchers (e.g., Fletcher et al., 2007, Hudson et al.,

2009, Rasinski et al., in press) consider appropriate or conversational pacing, along with other prosodic features (as mentioned earlier as pausing, phrasing, stress, intonation), as central to their definition of fluency...According to the NAEP (National Assessment of Educational Progress) analysis of oral reading (Daane et al., 2005, Pinnell et al., 1995), all three elements of fluency—accuracy, rate, and prosody—are related not only to one another, but also to overall reading comprehension. Ultimately, it is essential to expand the way fluency is measured so that it encompasses more than rate and accuracy. According to Deno and Marston (2006) the definition of fluency should not be limited to correct words per minutes. (Kuhn, Schwanenflugel & Meisinger, 2010, p. 243)

## **Reflection**

What does the research say about the connections between fluency and comprehension?

# MODULE 3: Observation and Assessment

## Objectives

- Consider different ways to observe and assess students' understandings of foundational skills
- Investigate how observation, assessment and the analysis of students' reading and writing of continuous texts can inform the instruction of foundational skills
- Investigate how fluency can be assessed

## Link to Tennessee Academic Standards

Foundational skills lessons focus on the explicit teaching of **Foundational Literacy**, while incorporating additional **Reading, Writing, and Speaking and Listening Standards** through questioning, discussion, and tasks.

## TEAM Connection

- Standards and Objectives
- Motivating Students
- Presenting Instructional Content
- Activities and Materials
- Teacher Content Knowledge
- Teacher Knowledge of Students

# Foundational Skills: Assessment Inventory

It is important to take into consideration where students are as readers, writers, and word-solvers. Observations, assessments, and analysis of student work establishes the foundation of a plan for instruction. In Module 3 we will discuss, investigate, and consider different assessment opportunities that can inform teaching decisions. We will connect these assessments to teaching decisions for foundational skills in Modules 4 and 5.

Consider the following two quotes and how they speak to you about the role of assessment:

What I like about observation is that it allows us to watch the child as he works, to see at least part of the focus of his attention, to watch him search for information in print and for confirmation of what he thinks. It enables us to watch him solve a problem and sometimes express his delight when he discovers something new. (Clay, 2005, p. 3)

Teachers must find out what children already know, and take them from where they are to somewhere else...Readiness tests divide children into two groups: a competent group ready to learn on a particular programme and a problem group supposedly not ready for this type of learning. On the other hand, observations which record what any learner already knows about emerging literacy eliminates the *problem group*. *All children are ready to learn something*, but some start their learning from a different place. (Clay, 2005, p. 9)

Record your thoughts about the role of observation during assessment.
What is the purpose of assessment?

Share your thoughts about assessment at your table.

Along with the Tennessee Foundational Literacy Standards, assessments and observation of students' reading and writing play an important part in planning for instruction. Read through the following Assessment Inventory chart and consider what kinds of information related to foundational skills can be gathered and assessed. Please note that the examples under "How might I gather this information?" are samples and are not all inclusive. Put a check mark in the last column if you currently capture this kind of information.

<b>Assessment Inventory</b>	
<b>Phonological Awareness</b>	
TN Standard: FL.PA.2	
<b>Why is this information important to classroom teachers?</b>	
<p>Phonological Awareness involves the ability to identify and make rhymes, hear syllables in words, hear parts of words (onset and rime) and hear sounds in words (phonemes).</p> <p>An oral task initially, then it moves to connecting the sounds with letters (phonics).</p>	
<b>How might I gather this information?</b>	
<p><b>Rhyme:</b> use a set of picture cards of things that rhyme. Go through the pictures naming each picture. Have the student put the pairs of rhyming words next to each other.</p> <p><b>Syllables:</b> show students how to say one-, two- and three-syllable words represented by pictures. Have them place the pictures under the right number (1–3) on a sorting chart.</p> <p><b>Onset and Rime:</b> say a word (frog, duck, car, stick, ball) and ask the student to repeat the word and then say the parts (fr-og, d-uck, c-ar, st-ick, b-all). Teacher models this process with a word before student is asked to do it.</p> <p><b>Phonemes:</b> say a word and have the student count the sounds or tell the beginning, middle, or ending sound</p> <p><b>Blending:</b> say the individual sounds of a word (/c/ /a/ /t/ and have the student say the complete word (cat).</p>	√ If you currently capture this kind of information
<p><b>Segmenting:</b> say the word (cat) and have the student say the individual sounds in the word (/c/ /a/ /t/).</p> <p><b>Isolating:</b> ask the student say a word (man, domino, tooth, feather) and then ask them to say the first sound in the word (/m/, /d/, /t/, /f/). Note: this can also be done with the ending sounds of words.</p> <p><b>Deleting:</b> ask the student to say a word without the beginning phoneme. "Say far without the /f/" (pit /it/, mat /at/, cake /ake/, and bus /us/).</p> <p><b>Manipulating:</b> ask student to say a new word from a word that they know changing the <b>beginning sound</b> (sand/band, boat/coat), <b>middle sound</b> (bat/bit, cap/cup), or <b>ending sound</b> of the word (did/dip, cat/can)</p>	

<b>Assessment Inventory</b>	
<b>Letter Knowledge</b>	
TN Standards: FL.PC.1 FL.WC.4	
<b>Why is this information important to classroom teachers?</b>	
<ul style="list-style-type: none"> <li>Letter knowledge is the key in moving from oral to written language. It is the awareness of the symbols in a writing system.</li> <li>Letter knowledge refers to what children need to learn about the graphic characters—how they look, how to distinguish them from one another, how to detect them within continuous text, and how to use them in words.</li> </ul>	
<b>How might I gather this information?</b>	√ If you currently capture this kind of information
Place a sheet of letters in random order in front of a student. Student moves left to right across lines of letters as he or she names them on the lowercase sheet. After identifying the lowercase letters, give the student a sheet of uppercase letters to identify.	

<b>Assessment Inventory</b>	
<b>Print Concepts</b>	
TN Standard: FL.PC.1	
<b>Why is this information important to classroom teachers?</b>	
<ul style="list-style-type: none"> <li>Concepts about print lets us know what children are attending to and/or ignoring while reading and writing.</li> <li>What children are learning about the ways print works (left to right directionality, return sweep, 1:1 correspondence).</li> </ul>	
<b>How might I gather this information?</b>	√ If you currently capture this kind of information
<p>Teacher reads the text to the student, asking the following questions along selected points in the text. Possible questions to ask include:</p> <ul style="list-style-type: none"> <li>Where do I start reading?</li> <li>Which way do I go?</li> <li>Where do I go after that?</li> <li>Show me a word.</li> <li>Show me a letter.</li> <li>What's the first letter in a word?</li> <li>Show me the last letter in a word.</li> <li>Show me a capital letter.</li> <li>What's this for (".", "!", "?")?</li> </ul>	

<b>Assessment Inventory</b>	
<b>High Frequency Words (Reading Vocabulary)</b>	
TN Standard: FL.PWR.3	
<b>Why is this information important to classroom teachers?</b>	
High-frequency words are a valuable resource as children build their reading and writing processing systems. They appear often and can sometimes be used to help in solving other words. Recognizing high-frequency words automatically frees attention for understanding as well as for solving other new words.	
<b>How might I gather this information?</b>	√ If you currently capture this kind of information
From a list of 25–500 high frequency words (depending on grade level: K–25, 1 <sup>st</sup> –100, 2 <sup>nd</sup> –200, 3 <sup>rd</sup> –300), have student read down the list to see how many he or she recognizes quickly and easily.	

<b>Assessment Inventory</b>	
<b>Writing Vocabulary</b>	
TN Standard: FL.WC.4	
<b>Why is this information important to classroom teachers?</b>	
Writing vocabulary captures what children are learning about words and how to write them. <i>Examining the results of children's writing will tell you not only the words children can spell accurately, but also what they are thinking about words and how they work as they use grade level phonics and word analysis skills.</i>	
<b>How might I gather this information?</b>	√ If you currently capture this kind of information
Using blank paper, ask student to write all the words he can in ten minutes. Prompt categories of words, not individual words as you would on a spelling test. For example, names of family members, colors, things you do, places you go, things you ride in, etc.	

<b>Assessment Inventory</b>	
<b>Letter-sound Relationships: Hear Sounds &amp; Write Words</b>	
TN Standards: FL.PWR.3 FL.WC.4	
<b>Why is this information important to classroom teachers?</b>	
<p>A finite set of 26 letters, two forms of each, is related to all the sounds of the English language (44 phonemes). The sounds of oral language are related in both simple and complex ways to the 26 letters of the alphabet. Children tend to learn the 'regular' connections between letters and sounds first. In addition, they must learn that letters often appear together and make two sounds.</p> <p>Sometimes a cluster of two letters make one sound. Children learn to look for and recognize these letter combinations as units which makes their word solving more efficient.</p>	
<b>How might I gather this information?</b>	
<p>Using a blank paper, dictate a simple sentence to the student that includes phonics elements that have been taught. Have the student write the sentence as the recorder says the sentence aloud word-by-word. Once written, the sentence is analyzed to capture the student's ability to apply the phonic element in connected text.</p> <p>Example: If students are learning about consonant digraphs, the sentence might be: "The sheep showed his white, thick coat to his chums."</p>	√ If you currently capture this kind of information

<b>Assessment Inventory</b>	
<b>Spelling Patterns</b>	
TN Standards: FL.PWR.3 FL.WC.4	
<b>Why is this information important to classroom teachers?</b>	
Knowing spelling patterns or word parts helps children notice and use larger parts of words, thus making word solving faster and easier in reading and writing.	
<b>How might I gather this information?</b>	
<ul style="list-style-type: none"> <li>Using blank paper, have student write a known word (like cat)</li> <li>Then have him change that word to make another word – mat, hat, fat, etc.</li> <li>Try another word: like</li> <li>Make it into another word: Mike, bike, hike.</li> </ul>	√ If you currently capture this kind of information

<b>Assessment Inventory</b>	
<b>Word Meaning &amp; Vocabulary</b>	
TN Standard: FL.VA.7	
<b>Why is this information important to classroom teachers?</b>	
Vocabulary refers to the words one knows as part of language. Students need to know the meaning of the words in the texts they read and write. It's important for them to constantly expand their listening, speaking, reading, and writing vocabularies.	
<b>How might I gather this information?</b>	√ If you currently capture this kind of information
While immersed in reading and writing experiences connected to text, take anecdotal notes of the student's use of academic as well as domain specific vocabulary related words as they speak, read, and write. This will capture their vocabulary acquisition, related to concepts of study from science, social studies, or fine arts. Writing samples of students help teachers see if word meaning and vocabulary are integrated into the work.	

<b>Assessment Inventory</b>	
<b>Word Structure</b>	
TN Standards: FL.PA.2 FL.PWR.3 FL.WC.4 FL.VA.7	
<b>Why is this information important to classroom teachers?</b>	
Looking at the parts of words not only provides useful information for decoding but also provides clues to the meanings of words.	
<b>How might I gather this information?</b>	√ If you currently capture this kind of information
Notice in student writing, the use of inflectional endings, compound words, contractions, possessives, plurals, prefixes, and suffixes. In reading, notice how the student breaks apart words to problem solve new words.	

<b>Assessment Inventory</b>	
<b>Reading Fluency</b>	
TN Standard: FL.F.5	
<b>Why is this information important to classroom teachers?</b>	
Reading fluency refers to the ability to read continuous text with appropriate rate, phrasing, appropriate pausing, intonation, and stress. The reader smoothly integrates and adjusts these operations as necessary in order to process the meaning, language and print simultaneously.	
<b>How might I gather this information?</b>	√ If you currently capture this kind of information
Listen to a student reading, and record the use of the following: phrasing, pausing, appropriate pace, intonation (expression), stress on words or phrases, and how the reader uses punctuation.	

<b>Assessment Inventory</b>	
<b>Coding Oral Reading Behaviors</b>	
TN Standards: FL.PC.1 FL.PWR.3 FL.F.5 FL.VA.7	
<b>Why is this information important to classroom teachers?</b>	
<p>Opportunities to listen to a reader read a "known" text (one that's been read once before) allows the teacher to see how all the work that's come before is influencing what the reader does when he's reading without instruction.</p> <p>Using an "unknown" text (a new text the reader hasn't read before) helps teachers decide where a student might be placed for instructional purposes. Identify student's needs as a place for instruction to begin.</p>	
<b>How might I gather this information?</b>	√ If you currently capture this kind of information
Listen to and make note of a child's reading. Use a "known" text initially, then, with a brief introduction, read an "unknown" text. Notice the student's accurate oral reading, substitutions or errors, self-corrections, rereads, omissions and insertions. Also make note of what the reader does at difficulty—appeals, waits, tries something, articulates first sound of word, uses pictures, makes a meaningful attempt, etc.	

**Assessment Inventory reflection:**

How can assessments such as these inform reading, writing, and word study instruction?

What foundational skills information are you currently assessing?

What foundational skills assessments would you like to think more about? Why?

Which assessments might be helpful to try out in your buildings? How will you support teachers in trying these out?

# Foundational Skills: Considerations

Read all the following quotes and discuss them at your tables.

1. Letter-sound correspondences, phonics, spelling patterns, high-frequency word recognition, decoding strategies, word use and meanings—these and many other word skills are what written knowledge is all about. Becoming fully literate is absolutely dependent on fast, accurate recognition of words in texts, and fast, accurate production of words in writing so that readers and writers can focus their attention on making meaning. (Bear, Invernizzi, Templeton, & Johnston, 2000, p. 3)
2. These are the students we teach—children who have failed in their initial attempts to learn to read. Our students have not made discoveries about how our written language works, in some cases despite systematic phonics instruction. Some of our students may attempt to remember words based on their shapes or salient visual features. Others may rely on a few symbol-sound associations, often for the first and last letters of words. A few laboriously sound out words but are unable to blend the sounds together to produce recognizable words. Still others memorize text or rely on context clues to guess at the identities of words...Our teaching experiences over the years had convinced us that children who had difficulty learning to read did not figure out on their own what the teacher left unsaid about the word-learning process. (Gaskins, Cress, O'Hara & Donnelly, 1997, p. 312, 318)
3. Systematic and explicit phonics instruction makes a bigger contribution to children's growth in reading than instruction that provides non-systematic or no phonics instruction...Systematic phonics instruction is significantly more effective than non-systematic or no phonics instruction in helping to prevent reading difficulties among at-risk students and in helping children overcome reading difficulties. Systematic phonics instruction produces the greatest impact on children's reading achievement when it begins in kindergarten or first grade...To be effective with young learners, systematic instruction must be designed appropriately and taught carefully. It should include teaching letter shapes and names, phonemic awareness, and all major letter-sound relationships. It should ensure that all children learn these skills. As instruction proceeds, children should be taught to use this knowledge to read and write words. (Armbruster, Lehr & Osborn, 2006, p. 12-13)
4. Students progress at a much faster rate in phonics when the bulk of instructional time is spent on applying the skills to authentic reading and writing experiences, rather than isolated skill-and-drill work. It is through application that learning is solidified and consolidated. I can't stress enough the importance of increasing application time—portions of the lesson in which students apply their growing phonics skills to reading and writing connected text. (Blevins, 2017, p. 211)

5. Word study is not a 'one size fits all' program of instruction. One of the most unique qualities of word study is the critical role of differentiating instruction for different levels of word knowledge...Children's spellings provide a direct window into how they think the system works. By interpreting what children do when they spell, educators can target a student's 'zone of proximal development' (Vygotsky, 1962) and plan word study that the student is conceptually ready to master. (Bear, Invernizzi, Templeton, & Johnston, 2000, p. 7)
6. Often children who have difficulties with phonics instruction do so because they have not developed the prerequisite phonological awareness skills that many children gain through years of exposure to rhymes, songs, and being read to. Phonological awareness training provides the foundation on which phonics instruction is built. Thus, children need solid phonological awareness training in order for phonics instruction to be effective...Most phonological awareness activities are oral...Children who have difficulty orally blending words will have difficulty sounding out words while reading. ("Explicit Systematic Phonics," n.d., p. 2)
7. One ability strongly linked to mastering reading is phonological awareness (Whitehurst, 1999); that is, noticing the sounds of spoken language—speech sounds and rhymes, rhyme and other similarities, and, at the highest level, phonemes, the smallest units of speech that make a difference in communication (hence the term phonemic awareness). Phonemic awareness does not occur automatically for most children, but they acquire it when teachers purposefully support it and provide the assistance that each student needs (which varies considerably from one individual to another). (Copple & Bredekamp, 2009, p. 207-208)

**Debrief discussion:** (Consider the implications for teaching.)

How do these quotes help you think about the importance of observations and assessments that will help guide instruction of foundational skills?

How might this new thinking impact the work back in your school? How will you help teachers apply it?

# Observing and Assessing Foundational Skills through the Analysis of Student Writing

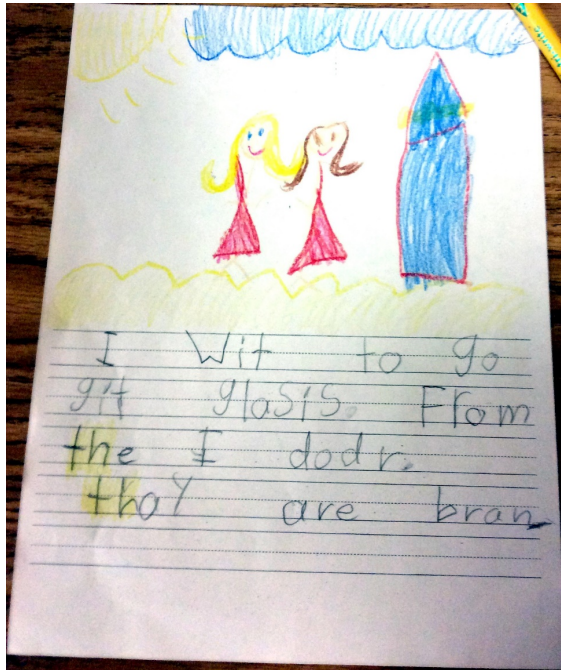
The observation and analysis of students' writing can provide information about what they are understanding about foundational skills. Specifically, analysis of student writing will help you gather information on what they are able to do, partially able to do, and are not yet able to do. This information provides a window into how students are integrating their knowledge of foundational skills into the writing of continuous text. From the earliest Foundational Literacy Standard of Print Concepts (FL.PC.1) to the more complex standard of Sentence Composition (FL.SC.6), you can gather information about all the Foundational Literacy Standards through observing and assessing student writing.

You have looked at and analyzed Tennessee Foundational Literacy Standards 1-5 and 7 thus far. While analyzing student writing you can look for evidence of Tennessee Foundational Standard 6: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

Work with a partner and analyze two writing samples from kindergarten. Note examples of what each student understands, partially understands, and does not currently understand with regard to

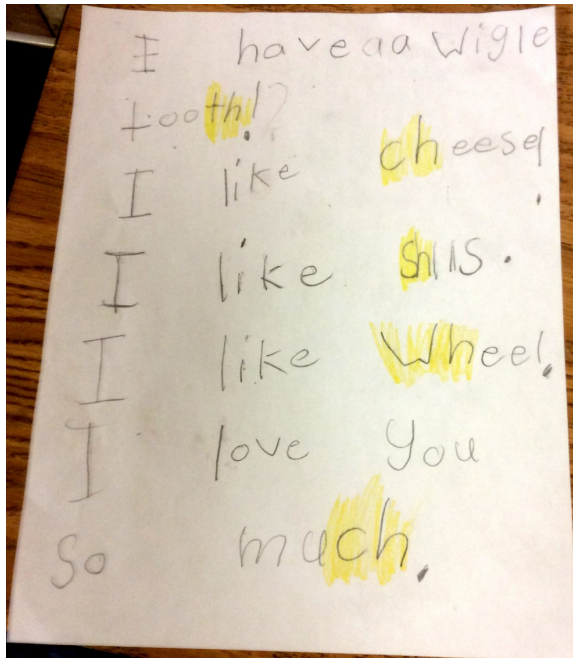
- print concepts;
- high frequency words;
- letter knowledge;
- letter-sound relationships;
- spelling patterns;
- word meaning/vocabulary;
- word structure; and
- sentence composition.

### Student A



I went to go get glasses from the eye doctor.  
They are brown.

### Student B



I have a wiggly tooth!  
I like cheese!  
I like shells.  
I like wheel.  
I love you so much.

Record your analysis in the following chart.

<b>Analysis of Kindergarten Writing Samples</b>	
<b>Student A</b>	<b>Student B</b>
Understands:	Understands:
Partially understands:	Partially understands:
Does not currently understand:	Does not currently understand:

What have you learned about these two kindergarten writers?
What might you hypothesize that the students have learned in their kindergarten classroom?
What do you notice about the student writing in comparison with the expectations of the Tennessee English Language Arts Standards for kindergarten?
What might be some logical next steps for new learning?

Use the Alignment Document and investigate the foundational skills section and the Writing section for kindergarten. Record possible learning opportunities for these two students with regard to the Foundational Literacy Standards.

Work with a partner and analyze two writing samples from second-grade students. Note examples of what each student understands, partially understands, and does not currently understand with regard to

- print concepts;
- high frequency words;
- letter knowledge;
- letter-sound relationships;
- spelling patterns;
- word meaning/vocabulary;
- word structure; and
- sentence composition.

## Student A

1/24/17 Our group read Miss Nelson is missing! The characters in the story is Miss Nelson, kids, Miss Viola Swamp, and Detective McSmogg. The main characters in this book is the kids. because the kids are on all of the pages and it talks about what did. 1/27/17 I read Miss Nelson is

Missing! I like this book because it is funny when Miss Nelson trick't the kids so she dressed up as a mine teacher named Miss Viola Swamp. Then the kids mist Miss Nelson they got trick't by Miss Nelson so they can be nice when Miss Nelson's teaching. 2/2/17. I read emeraldicious.

The problem is pikeilcius feel down a BANG! She broke her Wand! She made a new Wand the wand... it did it's magic by it's sealf then. Wind came and blow the Wand away. the problem was solved because When Wand was gone pikeilcius had magic.

Student B

1/26/17

I read Ice Bear. The author made the book more interesting by putting little facts like bonus facts and she capitalized every letter in polar bear, nanuk and alone, but mostly polar bear. I think she capitalized every letter in the words to catch our attention.

1/27/17

I read Gorillas Gentle Giants Of the forest. I like the book because it has great pictures and that it tells a story and it tells us facts. It also tells facts during the story, some times, and they even put real pictures in the book.

Analysis of Second-Grade Writing Samples	
Student A	Student B
Understands:	Understands:
Partially understands:	Partially understands:
Does not currently understand:	Does not currently understand:

What have you learned about these second-grade writers?
What might you hypothesize that the students have learned in their second-grade classroom?
What do you notice about the student writing in comparison with the expectations of the Tennessee English Language Arts Standards for second grade?
What might be some logical next steps for new learning?

Use the Alignment Document and investigate the foundational skills section and the Writing section. Record possible learning opportunities for these two students with regard to the Foundational Literacy Standards.

Write a response to the following quote:

If we only look at children's spellings as "right" or "wrong," we are missing some very valuable information. We have said that young children approximate spellings as they are learning the phoneme-grapheme system. As they learn more about words, these phonetic approximations disappear. But spellers who write most words accurately are still learning new principles about spelling. Their errors reveal their current understanding and help us make good decisions about teaching. (Fountas & Pinnell, 1998, p. 120)

Response to quote:

Reflect upon how observing and assessing student writing can inform foundational skills Instruction.

# Observing and Assessing Foundational Skills through the Analysis of a Student's Oral Reading of a Text

Listening to a child read orally provides a window into how he or she is using knowledge of foundational skills while reading continuous text. Observing and analyzing the child's reading behaviors will provide information about what he or she understands about using foundational skills, partially understands, and is not yet able to do or use as he or she reads. Running records also provide information on how a reader is using meaning and the structure of language to read.

Next, you will find a sample running record of a third grader's oral reading. Spencer read a fiction selection entitled *The Secret Soldiers: The Story of Deborah Sampson*. The script of the text sample is included for your convenience. Let's look at his running record now to see what he did while reading.

He read this text within an instructional range. He made 6 errors and 4 self-corrections that you'll look at in more detail. The column labeled "Count" shows the tally of errors (E) and self-corrections (SC). The column labeled "Analysis and Self-corrections" shows how the running record is analyzed by considering the sources of information used or neglected by the reader. Notice the summary statement at the top of the form.

<i>The Secret Soldier: The Story of Deborah Sampson</i>	
Sent Away	Deborah's mother was sick and poor. She could no longer take care of all her little ones.
Page 3 - Deborah's mother looked down at her five sleeping children. She had not slept all night.	She touched the sleeping children, One by one. Her hand stayed the longest on Deborah's soft, brown hair.
In a few hours, then sun would come up. It would be a new day - a terrible day she would have to give her children away.	Page 4 - "You are most like your father," she thought. "It is you I will miss the most."
Deborah's father had left home to sail the seas in search of adventure. Now he was dead, drowned in a shipwreck at sea.	Deborah Sampson was only five years old when she had to leave her mother and her home in Plympton, Massachusetts. It was the year 1765, ten years before the start of the Revolutionary War.

RUNNING RECORD SHEET					
Name: <u>Spencer</u>		Date: _____	D. of B.: _____	Age: _____ yrs _____ mths	
School: _____		Recorder: _____			
Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio	
Easy _____		1: _____	% _____	1: _____	
Instructional <u>Secret Soldier</u>	<u>6/150</u>	1: <u>25</u>	<u>96</u> %	1: <u>2.5</u>	
Hard _____		1: _____	% _____	1: _____	
Directional movement _____					
Analysis of Errors and Self-corrections					
Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]					
Easy _____					
Instructional <u>Used (m) and (s) with an emphasis on (v) info initially.</u>					
<u>Self-corrections were a mix of (m) and (s)</u>					
Hard _____					
Cross-checking on information (Note that this behaviour changes over time)					
Page	Title	Count	Analysis of Errors and Self-corrections		
			E MSV	SC MSV	
3	<u>The Secret Soldier</u> <u>The Story of Deborah Sampson</u> <u>Sent Away</u> <u>Debor's</u> ✓✓✓✓✓ <u>Deborah's</u> ✓✓✓✓✓ <u>slept/sc</u> ✓✓ <u>slept</u> ✓✓✓✓✓✓✓✓ ✓✓✓✓✓✓✓✓ <u>ter</u> ✓ ✓✓✓✓✓✓✓✓ <u>terrible</u> ✓✓✓✓✓✓✓✓ <u>ch</u> ✓ <u>children</u> ✓ <u>Debor's</u> ✓✓✓✓✓ <u>Deborah's</u> ✓✓✓ <u>seach/sc</u> ✓ <u>ad-ven</u> ✓ R ✓✓ <u>Search</u> <u>adventure</u> ✓✓✓✓✓ <u>ship</u> ✓ <u>shipwreck</u> ✓	6 E 4 SC 2 1 1 1 1 1 1 1			

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# Spencer

Page		Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
3 cont;	<u>Debor's</u> ✓✓✓✓✓ <u>Deborah's</u> ✓ <u>couldn't</u> ✓✓✓✓✓✓ <u>could</u> ✓ ✓ <u>top-ch. ed/sc</u> ✓✓✓✓ <u>touched</u> ✓✓✓✓✓✓✓ ✓ <u>Debor's</u> ✓✓✓ <u>Deborah's</u>	1	1	MSV	MSV
4	✓✓✓✓✓✓✓ ✓✓✓✓✓✓✓✓ <u>Debor</u> <u>Samp</u> ✓✓✓✓ <u>Deborah</u> <u>Sampson</u> ✓✓✓✓✓✓✓✓ ✓✓✓✓ <u>Plymouth</u> ✓ ✓✓✓✓ <u>Plympton</u> ✓✓✓✓✓ <u>Rev. Revolution/sc</u> <u>Revolutionary</u> ✓ <u>R</u>	1	1	MSV	MSV

## Molly

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# David

Page		Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
3	Cent; ✓✓✓✓✓✓ ✓ would ✓✓✓✓✓✓ ✓ could ✓✓✓✓✓ ✓✓✓✓✓ Stopped ✓✓ ✓✓✓✓✓ Stayed	1		MSV	
4	✓✓✓✓✓✓✓ th. ou ✓ ✓✓✓✓✓✓✓ thought ✓ Simpson ✓✓✓✓ Sampson ✓✓✓✓✓✓✓ ✓✓✓✓ Plymouth ✓ ✓✓✓✓ Plympton be. ✓ ✓✓✓✓ Revolution/sc before ✓ R	1	1	MSV	MSV

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Oral Reading Analysis: Third-Grade Students	
Molly	David
Spencer	
What have you learned about these third-grade readers?	

<b>Oral Reading Analysis: Third-Grade Students</b>
Use the Alignment Document and investigate the foundational skills and the Reading section for third grade. Record possible learning opportunities for these three students with regard to the Tennessee English Language Arts Standards.
What can you hypothesize about how these errors indicate readers' understanding or partial understanding of foundational skills?

<b>Reflection</b>
Reflect upon how an oral reading record can inform teaching of the foundational skills.
What more would you like to learn about running records?

# Assessing Fluency

Listen to a kindergarten reader, Arleen, as she reads *Snowflakes*.

Record the dimensions of fluency you hear in Arleen's reading. Think about aspects that are controlled, partially controlled, or not yet evident as you listen to her read.

Arleen's Reading:

Pausing
Phrasing
Stress
Intonation (expression)
Rate (Pace)
Integration (putting it all together)

The following are some of the goals for Maintaining Fluency for kindergarten from *The Fountas & Pinnell Literacy Continuum* (2017b, p. 121) Shared Reading section. Consider one or two goals for Arleen. It is important that she learns something she can use the next time she reads. Which goal(s) would be important for her to gain control of next?

- Read some words quickly and automatically.
- Use phrasing, pausing, word stress, and intonation when reading in unison.
- When reading in unison and individually, remember and use repeating phrases with intonation.
- Use line breaks to guide phrasing when reading poetry in chorus or individually.
- Adjust the voice to recognize dialogue in the body of the text and in speech bubbles.
- With group support, read orally with integration of all dimensions of fluency (e.g., pausing, phrasing, word stress, intonation, and rate).

Now listen to a second-grade reader, Kelly, as she reads *The Magic Fish* (Littledale, 1985).

In groups of five, each person will focus on one of the following dimensions:

- Pausing
- Phrasing
- Stress
- Intonation
- Rate

You will find the script for *The Magic Fish* below. Mark up your script in a way that allows you to attend to the fluency dimension and then record what you heard related to the fluency dimension you were assigned. For information on coding reading behaviors, see Appendix B.

	"The Magic Fish" Author: Freya Littledale Illustrator: Winslow Pinney Pels
Page #	
4	Once upon a time there was a poor fisherman. He lived with his wife in an old hut by the sea.
6	Every day he went fishing. One day the fisherman felt something on the end of his line. He pulled and he pulled. And up came a big fish.

	<p>"The Magic Fish"</p> <p>Author: Freya Littledale</p> <p>Illustrator: Winslow Pinney Pels</p>
Page #	
7	<p>"Put me back in the water," said the fish.</p> <p>"I am a magic fish.</p> <p>I am really a prince."</p> <p>"Well," said the man,</p> <p>"if you are a prince,</p> <p>I will put you back in the water."</p> <p>And he did.</p>
8	<p>That night his wife asked him,</p> <p>"Why didn't you catch any fish today?"</p> <p>"I did catch a fish," said the man.</p> <p>"But he was a magic fish.</p> <p>He said he was really a prince.</p> <p>So I let him go."</p>

Jot down what you heard related to the fluency dimension you were assigned.

Pausing
Phrasing
Stress
Intonation (expression)
Rate (Pace)

Once you've listened to Kelly, discuss your findings at your table, with each listener reporting out on the dimension of fluency he/she focused on.

Here are some Goals for Maintaining Fluency for second grade from *The Fountas & Pinnell Literacy Continuum* (2017b, p. 127) Shared Reading section that you might select for Kelly:

- Read a growing number of words quickly and automatically.
- Use line breaks to guide phrasing when reading poetry in unison or individually.
- Adjust the voice to reflect dialogue in the body of the text.
- Read orally with integration of all dimensions of fluency: e.g. pausing, phrasing, word stress, intonation, and rate

## Reflection

How did listening for the Six Dimensions of Fluency help you assess fluency?

What did you learn about fluency from this experience?

What are you now thinking about teaching for fluency?

## Observation and Assessment Reflection:

Record two things that you have learned about observation and assessment during this module.

1.

2.

Record one thing that you would like to learn more about with regard to observing and assessing foundational skills.

# MODULE 4: Teaching Foundational Skills Out of Text

## Objectives

- Investigate the relationship between out of text and in text teaching
- Discuss key understandings of the three parts of the whole group, out of text, foundational skills lesson
- Review Tennessee Foundational Literacy Standards and the Nine Areas of Learning
- Analyze videos of whole-group lessons focused on foundational skills/principles to support flexible word solving
- Investigate how each part of a whole-group, out of text, foundational skills lesson supports the development of readers/writers as flexible word solvers
- Investigate how to select and teach a lesson based on patterns discovered while analyzing student reading and writing behaviors

## Link to Tennessee Academic Standards

Foundational skills lessons focus on the explicit teaching of **Foundational Literacy**, while incorporating additional **Reading, Writing, and Speaking and Listening, Standards** through questioning, discussion, and tasks.

## TEAM Connection

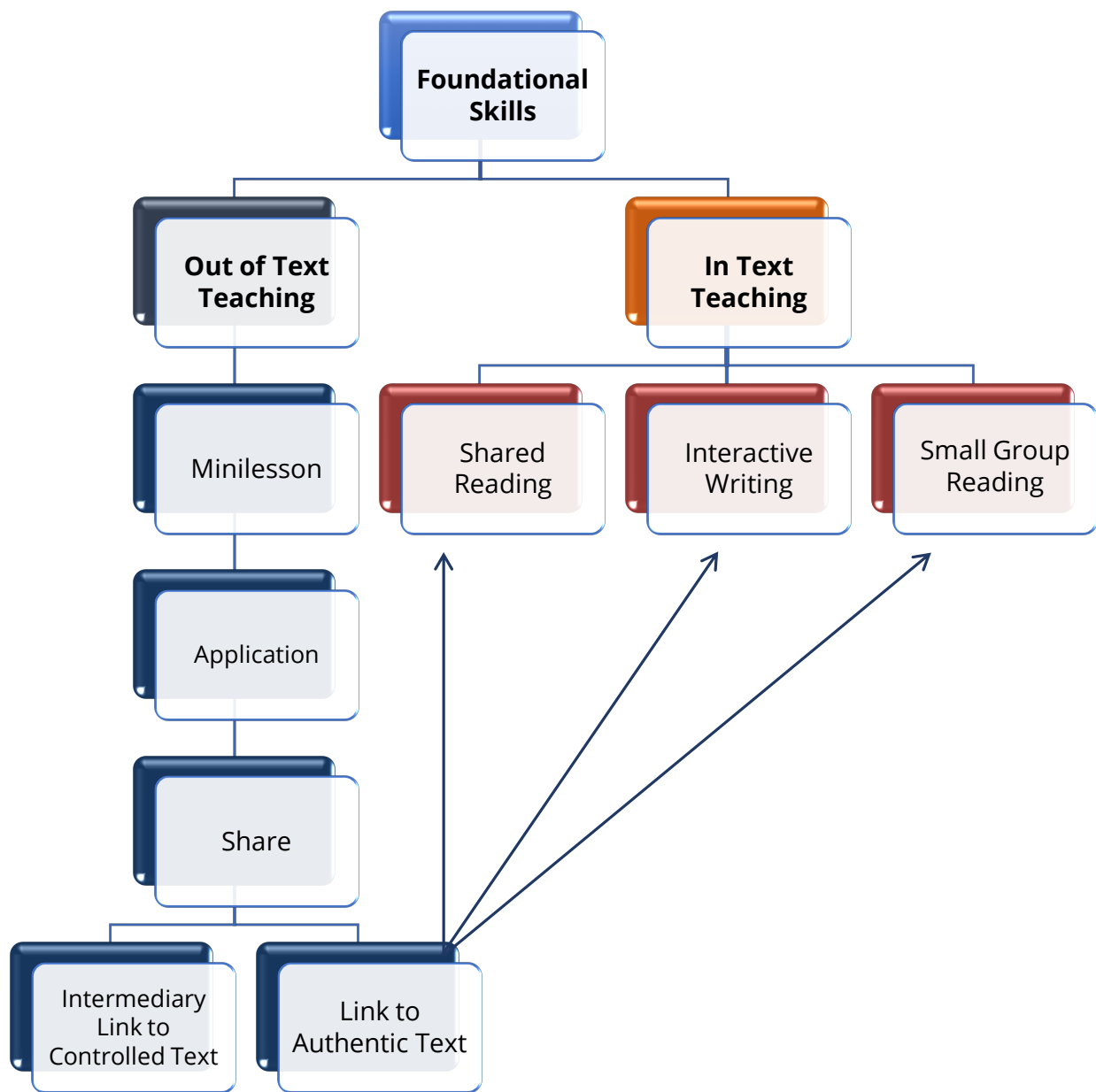
- Standards and Objectives
- Motivating Students
- Presenting Instructional Content
- Activities and Materials
- Teacher Content Knowledge

# Foundational Skills: The Relationship Between Out of Text and In Text Teaching

Module 4 will focus on the teaching of foundational skills outside of texts during whole-group targeted foundational skills/principle lessons. Throughout this module it will be important to remember that our goal as educators is to help students to become flexible word-solvers while reading and writing continuous texts. Consider the following quote:

It's important to recognize that, while important, phonics, spelling, word analysis, and grammar and usage strategies are not the end goal of literacy education. Their importance lies in their contribution to reading and writing continuous text. The more students can solve words, derive the meaning of words, spell words, and parse language syntax rapidly, fluently, and unconsciously, the more likely they are to read and write with competence and ease. (Fountas & Pinnell, 2017a, p. 2)

The following flow chart depicts the relationship between foundational skills being taught out of text (on the left) and how they are supported and connected to the reading and writing of authentic texts (on the right).



# Whole-Group Word Study Lessons: Out of Text Teaching

Whole-group word study lessons have the following general structure (as shown earlier in the visual depicting the teaching of foundational skills out of text and in text):

**Minilesson:** Teach a short, specific, inquiry-based lesson that is related to the Tennessee Foundational Literacy Standards. The foundational skill/principle should be written in clear, concise language. The Nine Areas of Learning support those specific principles. Examples of the principle/foundational skill should be included as exemplars for children to see. Many teachers use chart paper on an easel so anchor charts can be used in the future as a resource.

**Option:** When considering the principle to teach, the lesson can be stated explicitly, with examples of the principle, or can be approached from an inquiry stance, with examples of words that share the same principle. Through inquiry students notice for themselves the similarities in the examples provided. Students are then asked to share what they are noticing. It is through student language that principles are stated and defined. An inquiry approach to word study provides students with the opportunity to make discoveries and think more critically about how words work. Students become curious about words and notice patterns for themselves. Students are learning how to learn through an inquiry approach. The third grade sample lesson plan on pages 100–102 is designed from an inquiry stance.

**Application:** Students participate in a hands-on, constructive activity where they use manipulatives (magnetic letters, word cards, sorting sheets, word study games) to deepen understandings of the word study principle. Students may work in small groups, with a partner or individually at their seats or rotate to literacy centers.

**Group Share:** The students gather back as a whole class in order to share their discoveries from their work during the application of the word study principle. Further examples from the students' hands-on exploration can be added to the minilesson anchor chart during this time. The teacher summarizes what students discovered during the application and provides language that links the principle to what they can apply independently while they are reading and writing. During this time, teachers have the opportunity to observe and assess the learning that has occurred and any confusions that arise. These confusions provide opportunities for further teaching.

**Intermediary Link to Controlled Text:** Many, if not most, children, will be able to move successfully from the application and sharing of foundational skills to authentic texts. Occasionally students may need an additional opportunity to notice word patterns in controlled, decodable, or repetitive texts. This decision should be considered carefully and not habituated for each foundational skill taught. The goal is for students to use what they are learning about foundational skills out of texts as they move into authentic texts while reading and writing.

**Links to Authentic Text:** After the application and share from the whole-group minilesson, provide opportunities across the literacy block for students to further apply their new learning in authentic reading and writing texts during Shared Reading, Interactive Writing and Small Group Reading instructional strategies.

Explicit and Systematic are two terms that are used throughout the out of text teaching. These terms are more clearly defined in the *Teaching Literacy in Tennessee* document to include:

**Explicit instruction** – direct, face-to-face teaching that is highly structured, focused on specific learning outcomes, and based on a high level of student and teacher interaction; it involves explanation (what), demonstration (how), and relevant practice (when and why) with topics being taught in a logical order.

**Systematic** refers to a carefully planned sequence for instruction that builds from simple to complex.

What do the chart and the descriptions help you to consider about teaching foundational skills?

Module 2 examined the Tennessee Foundational Literacy Standards and the Nine Areas of Learning for Phonics and Word Study. As you revisit the following chart, think about how the Nine Areas of Learning delineate potential areas of focus for the planning and teaching of foundational skills out of text lessons in relation to the flowchart elements that were just explored. The Tennessee Foundational Literacy Standards and the Nine Areas of Learning can help you focus on foundational skills that need to be taught.

<b>Correlation Chart</b>	
<b>Tennessee Foundational Literacy Standards</b>	<b>Nine Areas of Learning</b>
<i>Print Concepts:</i> Demonstrate understanding of the organization and basic features of print.	Early Literacy Concepts (PreK–Grade 1)
<i>Phonological Awareness:</i> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Phonological Awareness (PreK–Grade 1)
<i>Phonics and Word Recognition:</i> Know and apply grade-level phonics and word analysis skills when decoding isolated words and in context.	Letter Knowledge Letter-Sound Relationships Spelling Patterns High Frequency Words Word Structure Word-Solving Actions
<i>Word Composition:</i> Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.	Letter Knowledge Letter-Sound Relationships Spelling Patterns High Frequency Words Word Structure Word-Solving Actions
<i>Sentence Composition:</i> Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation when writing.	Word Structure Word Meaning and Vocabulary
<i>Vocabulary Acquisition:</i> Demonstrate or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing word parts, and consulting general and specialized references materials, as appropriate.	Word Meaning and Vocabulary Word Structure Word-Solving Actions

This chart shows the correlation between the Tennessee Foundational Literacy Standards and the Nine Areas of Learning. It is important to keep in mind the Tennessee Foundational Literacy Standards and the different areas of learning are necessary in the development of readers and writers. This chart can help you to think about different foundational skills that need to be taught for, prompted, and reinforced.

# Teacher Decision Making: What Do I Need to Teach?

The following charts (“Phonological Awareness: Kindergarten” and “Phonics: Grade 2”) illustrate how the broad goals of the Tennessee Foundational Literacy Standards are described as more specific, observable behaviors in *The Fountas & Pinnell Literacy Continuum*, which can be used to plan lessons in foundational skills. The small sampling of behaviors from *The Continuum* in the left column are organized from simplest to most complex.

## Phonological Awareness: Kindergarten

Phonological Awareness		
	Tennessee Foundational Literacy Standards for Kindergarten	<i>The Fountas &amp; Pinnell Literacy Continuum</i>
Rhyme	K.FL.PA.2.a Recognize and begin to produce rhyming words.	<ul style="list-style-type: none"> <li>• Hear and say rhyming words</li> <li>• Hear and connect rhyming words</li> <li>• Hear and generate rhyming words</li> </ul>
Syllables	K.FL.PA.2.b Count, pronounce, blend, and segment syllables in spoken words.	<ul style="list-style-type: none"> <li>• Hear, say, and clap syllables</li> <li>• Blend syllables</li> <li>• Divide words into syllables</li> <li>• Delete a syllable from a word</li> </ul>
Onset & Rimes	K.FL.PA.2.c Blend and segment onset and rimes of single syllable spoken words.	<ul style="list-style-type: none"> <li>• Hear and divide onsets and rimes</li> <li>• Blend onsets with rimes</li> </ul>

## Phonological Awareness: Kindergarten

Phonological Awareness		
	Tennessee Foundational Literacy Standards for Kindergarten	<i>The Fountas &amp; Pinnell Literacy Continuum</i>
Phonemes	<p>K.FL.PA.2.d Isolate and pronounce the initial, medial, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.</p> <p>K.FL.PA.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<ul style="list-style-type: none"> <li>• Hear and say two and three phonemes in a word</li> <li>• Divide a word into phonemes</li> <li>• Hear and say the beginning phoneme in a word</li> <li>• Hear and say the ending phoneme in a word</li> <li>• Hear and say the same beginning (ending) phoneme in words</li> <li>• Blend two and three phonemes in a word</li> <li>• Add a phoneme to the beginning of a word</li> <li>• Change the beginning (ending) phoneme to make a new word</li> <li>• Hear and say the middle phoneme in a word with three phonemes</li> <li>• Hear and say some middle phonemes in words</li> </ul>

## Phonics: Grade 2

Phonics and Word Recognition		
	Tennessee Foundational Literacy Standards for Grade 2	<i>The Fountas &amp; Pinnell Literacy Continuum</i>
2.FLPWR.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	<p>Letter-Sound Relationships</p> <ul style="list-style-type: none"> <li>Hear and identify vowel sounds in words and the letters that represent them</li> <li>Contrast short and long vowel sounds in words</li> </ul> <p>Spelling Patterns</p> <ul style="list-style-type: none"> <li>Recognize and use phonogram patterns with a short vowel sound in single-syllable words</li> <li>Recognize and use phonogram patterns with a long vowel sound in single-syllable words</li> </ul>
2.FL.PWR.3b	Know spelling-sound correspondences for additional common vowel teams.	<p>Letter-Sound Relationships</p> <ul style="list-style-type: none"> <li>Recognize and use letter combinations that represent long vowel sounds</li> </ul> <p>Spelling Patterns</p> <ul style="list-style-type: none"> <li>Recognize and use some phonograms with vowel combinations (-ail, -ain, -eat)</li> </ul>
2.FL.PWR.3c	Decode regularly spelled two-syllable words with long vowels.	<p>Letter-Sound Relationships</p> <ul style="list-style-type: none"> <li>Recognize and use vowel sounds in open syllables (CVC): e/ven, ba/by, pi/lot, ho/tel, hu/man</li> </ul>

Phonics and Word Recognition		
	Tennessee Foundational Literacy Standards for Grade 2	<i>The Fountas &amp; Pinnell Literacy Continuum</i>
2.FL.PWR.3d	Decode words with common prefixes and suffixes.	<p>Word Structure</p> <ul style="list-style-type: none"> <li>Understand and talk about the fact that several basic rules govern the spelling of words with suffixes: <ul style="list-style-type: none"> <li>For many words, there are not spelling changes when adding a suffix</li> <li>For words that end with silent <i>e</i>, usually drop the <i>e</i> when adding a suffix that begins with a vowel, but usually keep the <i>e</i> when adding a suffix that begins with a consonant.</li> <li>For one-syllable words that end with a single vowel and one consonant, usually double the final consonant when adding a suffix that begins with a vowel, but usually do not double the final consonant when adding a suffix that begins with a consonant.</li> </ul> </li> <li>No phonics work with prefixes currently listed in grade 2</li> </ul>

<b>Phonics and Word Recognition</b>		
	<b>Tennessee Foundational Literacy Standards for Grade 2</b>	<b><i>The Fountas &amp; Pinnell Literacy Continuum</i></b>
2.FL.PWR.3e	Identify words with inconsistent but common spelling-sound correspondences.	<p>High Frequency Words</p> <ul style="list-style-type: none"> <li>Recognize and use longer high-frequency words, some with more than one syllable</li> </ul> <p>Spelling patterns</p> <ul style="list-style-type: none"> <li>Recognize and use less common phonograms with a VC pattern: ax, eg, em, ep, ib, etc.</li> <li>Recognize and use phonogram patterns with the /o/ vowel sound (as in saw) in single-syllable words: -alk, -alt, -awl, -ong, -oss, -ost, -oth)</li> <li>Recognize and use phonogram patterns with the /u/ vowel sound (as in moon) in single-syllable words: -ew, -oo, -oof, -oot, -oop, -oom, -ool, -oup</li> <li>Recognize and use phonogram patterns with the /u/ vowel sound (as in book) in single-syllable words: -ood, -ook, -oot, -ull, -ush</li> </ul>

Phonics and Word Recognition		
	Tennessee Foundational Literacy Standards for Grade 2	<i>The Fountas &amp; Pinnell Literacy Continuum</i>
2.FL.PWR.3f	Recognize and read grade-appropriate irregularly spelled words.	<p>Letter Sound relationships</p> <ul style="list-style-type: none"> <li>Recognize and use less frequent consonant digraphs at the beginning or end of a word: (gh, ph)</li> <li>Recognize and use consonant letters that represent no sound (lamb<u>b</u>, sc<u>en</u>e, sign, rh<u>y</u>me, kn<u>ow</u>, cal<u>m</u>, is<u>l</u>and, list<u>en</u>, wr<u>a</u>p)</li> <li>Understand and talk about the fact that some consonant sounds can be represented by several different letters or letter clusters (k<u>a</u>yak, pic<u>n</u>ic, truck, stom<u>a</u>ch, antique, thief, stiff, cough, graph)</li> </ul> <p>Spelling patterns</p> <ul style="list-style-type: none"> <li>Recognize and use less common phonograms with the VC pattern -ax, -eg, -ey, -ix, -on, -oy, -ud, -up, -us</li> <li>Recognize and use homophones that end with a double consonant (VCC); -all, -ass, -ell, -ess, -ill, -uff</li> </ul>
2.FL.PWR.3g	Decode grade-level texts with purpose and understanding.	<p>Word Solving Actions</p> <ul style="list-style-type: none"> <li>Say a word slowly to hear the sounds in sequence</li> <li>Recognize the sequence of letters and the sequence of sounds to read a word or word part</li> <li>Recognize and use onsets and rimes to read words</li> <li>Take apart a compound word to read two smaller words</li> <li>Break a word into syllables to decode manageable units</li> </ul>

The Tennessee Foundational Literacy Standards can be aligned with *The Fountas and Pinnell Literacy Continuum* to assist teachers in moving from the general standard (the goal for the grade level in the Standards) to the specific teaching at the grade level (*The Continuum*).

After having looked at these two examples, work with a partner to select a different grade level of foundational skills for either phonological awareness (Grade 1) or phonics and word recognition (K, 1, or 3). Create an alignment between the Tennessee Foundational Literacy Standard goals for that grade level and the specific teaching opportunities presented in *The Fountas & Pinnell Literacy Continuum*.

You will find more teaching opportunities than you need at any one time, but by considering students' needs you can quickly locate behaviors that would be appropriate. Be sure to list the behaviors from simplest to most complex as you complete your chart.

Foundational Skill _____		
	Tennessee Foundational Literacy Standards for Grade _____	<i>The F &amp; P Literacy Continuum</i>

How does working with both documents help you as a teacher to understand the rigor and complexity of learning that is required at each grade level?

# Foundational Skills: Teaching Foundational Skills Out of Text

## Kindergarten Lesson: Rhyming Words

As you watch a whole-group word study lesson with a group of kindergarteners, consider what the students are learning about rhyming words and record how the teacher is supporting the students throughout the lesson with her language.

Kindergarten Word Study Lesson: Rhyming Words	
<b>Lesson Considerations:</b>	<ul style="list-style-type: none"><li>• Integrate Tennessee Foundational Literacy Standard K.FL.PA.2a</li><li>• Consider student needs in connection with standard goals: On a rhyming assessment some students could not hear the rhyme or select a matching picture for a provided word</li><li>• Identify lesson purpose and objectives based on student needs: Hear and say rhyming words, hear and connect rhyming</li></ul>
<b>Foundational Skill/Principle:</b>	Recognize and begin to produce rhyming words
<b>Materials Needed:</b>	<ul style="list-style-type: none"><li>• Pocket chart</li><li>• Picture cards that rhyme</li></ul>
<b>Minilesson:</b>	<ul style="list-style-type: none"><li>• State the foundational skill in clear, concise language: "You can hear and connect words that rhyme"</li><li>• Use an adequate number of meaningful examples to make the foundational skill clear. Picture cards of: log/frog bear/chair mouse/house</li><li>• Use visual models (charts, magnetic letters) to demonstrate the foundational skill.<ul style="list-style-type: none"><li>○ Hold up each picture card and say the name of what is depicted.</li><li>○ Place the cards in a pocket chart.</li><li>○ Tell students to listen to the last part of the word in order to "hear and connect words that rhyme."</li><li>○ Ask volunteers to come up to the pocket chart and match the rhyming words:<ul style="list-style-type: none"><li>▪ log/frog,</li><li>▪ bear/chair, and</li><li>▪ mouse/house.</li></ul></li></ul></li></ul>

<b>Kindergarten Word Study Lesson: Rhyming Words</b>	
<b>Application:</b>	<ul style="list-style-type: none"> <li>Engage students in the application of the foundational skill using manipulatives or another specific task that extends learning opportunities. <ul style="list-style-type: none"> <li>Students work individually at the pocket chart or with a partner and match the pictures cards that rhyme by placing the rhyming words next to each other.</li> <li>Students read the pairs of rhyming words listening for the rhyme.</li> </ul> </li> </ul>
<b>Group Share:</b>	<ul style="list-style-type: none"> <li>Observe student responses to gain formative assessment data and consider how to link this foundational skill/principle to reading and writing of continuous text. <ul style="list-style-type: none"> <li>Ask students who worked in the pocket chart center to share how they found matched words that rhyme.</li> <li>Summarize the learning and connect it to reading and writing.</li> </ul> </li> </ul>
<b>Intermediary Link to Controlled Text</b>	
<b>Link to Authentic Text</b>	<ul style="list-style-type: none"> <li>Shared Reading</li> <li>Interactive Writing</li> <li>Small Group Instruction</li> </ul>

As the coach of this teacher, use the T-chart on the following page to record what you notice the teacher and the students saying and doing during this whole-group lesson. As you watch the video think about the following and what you would want to talk with her about during a coaching session:

- clear, concise, explanation of the word study principle;
- exemplars used to demonstrate the principle;
- student engagement across the lesson (minilesson and application);
- students' ability to apply the principle during application;
- assessment opportunities during share; and
- links to reading and writing.

Teacher	Students

Take a minute to talk with a partner about what you saw in the word study lesson that you'd like to talk about.

# First Grade Lesson: Vowel Teams

Watch a whole-group word study lesson with a group of first graders and consider what the students are learning about vowel teams. Record how the teacher is supporting the students throughout the lesson with her language. Read through the following lesson plan in preparation for viewing this first-grade lesson.

First Grade Word Study Lesson: Vowel Teams
<p><b>Lesson Considerations:</b></p> <ul style="list-style-type: none"> <li>• Integrate Tennessee Foundational Literacy Standard 1. FL.PWR.3c</li> <li>• Consider student needs in connection with standard goals: While reading students are confusing long and short vowel sounds. Students are using the short vowel sounds initially when reading unknown words</li> <li>• Identify lesson purpose and objectives based on student needs: Hear and identify long vowel sounds and the letters that represent them</li> </ul>
<p><b>Foundational Skill/Principle:</b> Use conventional spelling for one syllable words with common vowel spelling patterns including common vowel teams.</p>
<p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Chart with common vowel teams &amp; words listed: -ai, (rain, train) -ay (day, play), -oa (road, soap), -ee (feet, meet), -ea (seat, eat), -ow (snow, blow)</li> <li>• 3-way sort sheet/double sided (6 columns available) + pencils</li> </ul>
<p><b>Minilesson: Review of study of vowel teams</b></p> <ul style="list-style-type: none"> <li>• State the foundational skill in clear, concise language.</li> </ul> <p>Language to share with children:          "Some vowels go together in words and make one sound."          "When there are two vowels, they usually make the sound of the name of the first vowel."</p> <ul style="list-style-type: none"> <li>• Use an adequate number of meaningful examples to make the foundational skill clear.             <ul style="list-style-type: none"> <li>○ Read the words written on the chart and identify the vowel team.</li> <li>○ Highlight (with highlight tape) each of the vowel teams (6 total).</li> </ul> </li> <li>• Use visual models (charts, magnetic letters) to demonstrate the foundational skill.</li> <li>• Use the anchor chart from minilesson: Common vowel teams &amp; words listed: -ai, (rain, train) -ay (day, play), -oa (road, soap), -ee (feet, meet) , -ea (seat, eat), -ow (snow, blow).</li> </ul>
<p><b>Application:</b></p> <ul style="list-style-type: none"> <li>• Engage students in the application of the foundational skill using manipulatives or another specific task that extends learning opportunities.             <ul style="list-style-type: none"> <li>○ Students work with a partner, read the words from the word list and write them under the correct vowel team found in the word on their sort sheet.</li> <li>○ Students find four examples for each vowel team to write on their sort sheet.</li> </ul> </li> </ul>

<b>First Grade Word Study Lesson: Vowel Teams</b>	
<b>Group Share:</b> <ul style="list-style-type: none"> <li>• Observe student responses to gain formative assessment data and to consider how to link this foundational skill/principle to reading and writing of continuous text. <ul style="list-style-type: none"> <li>○ Have children share a word with a vowel team and share where it would go on the anchor chart.</li> <li>○ Add student examples to the Vowel Team anchor chart.</li> <li>○ Summarize the learning and connect it to reading and writing.</li> </ul> </li> </ul>	
<b>Intermediary Link to Controlled Text</b>	
<b>Link to Authentic Text</b> <ul style="list-style-type: none"> <li>• Shared Reading</li> <li>• Interactive Writing</li> <li>• Small Group Instruction</li> </ul>	

Use the following T-chart to record what you notice the teacher and the students saying and doing during the lesson. As you watch the video think about the following:

- clear, concise, explanation of the word study principle;
- exemplars used to demonstrate the principle;
- student engagement across the lesson;
- students' ability to apply the principle during application;
- assessment opportunities during share; and
- links to reading and writing.

Lesson Observation Analysis	
Teacher	Students
Minilesson	Minilesson
Application	Application
Group Share	Group Share

# Second Grade Lesson: Homophones

Now watch a whole-group word study lesson with a group of second graders. Consider what the students are learning about using homophones and record how the teacher is supporting the students throughout the lesson with her language. Read through the following lesson plan in preparation for viewing this second-grade lesson.

Second Grade Word Study Lesson: Homophones
<p><b>Lesson Considerations:</b></p> <ul style="list-style-type: none"> <li>• Integrate Tennessee Foundational Literacy Standard 2.FL.WC.4a</li> <li>• Consider student needs in connection with standard goals, for example, while writing, students are writing the wrong word to fit their intended meaning.</li> <li>• Identify lesson purpose and objectives based on student needs. Recognize and use homophones (i.e., words that have the same sound, different spellings, and different meanings): like their, there, they're.</li> </ul>
<p><b>Foundational Skill/Principle:</b></p> <p>Know and apply grade-level phonics and word analysis skills when encoding words; use conventional spelling for one-syllable words including homophones.</p>
<p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Chart paper for writing homophones</li> <li>• Word cards for sorting</li> <li>• Four box sort sheets</li> </ul>
<p><b>Minilesson:</b></p> <ul style="list-style-type: none"> <li>• State the foundational skill in clear, concise language.</li> <li>• Language to share with children: "Some words sound the same, but look different and have different meanings."</li> <li>• Use an adequate number of meaningful examples to make the foundational skill clear.</li> <li>• Use visual models (charts, magnetic letters) to demonstrate the foundational skill:             <ul style="list-style-type: none"> <li>◦ by/buy, no/know</li> </ul> </li> </ul> <p>Write words on the chart and have children use words in a sentence, using the correct spelling of the word to fit its meaning. Record the students' examples on the anchor chart.</p>
<p><b>Application:</b></p> <ul style="list-style-type: none"> <li>• Engage students in the application of the foundational skill using manipulatives or another specific task that extends learning opportunities.             <ul style="list-style-type: none"> <li>◦ Have the children sort words into similar sounding words: eight/ate, be/bee, new/knew, toe/tow. They read all the words.</li> <li>◦ They select one word from each pair.</li> <li>◦ Then they write a sentence for each of the four words that fits the meaning and spelling of the selected words on the four-way sort sheet.</li> </ul> </li> </ul>

<b>Second Grade Word Study Lesson: Homophones</b>	
<b>Group Share:</b>	
<ul style="list-style-type: none"> <li>• Observe student responses to gain formative assessment data and consider to how to link this foundational skill/principle to reading and writing of continuous text. <ul style="list-style-type: none"> <li>◦ Have one or two students share their four sentences with the whole group.</li> </ul> </li> <li>• Summarize the lesson and connect it to reading and writing.</li> </ul>	
<b>Intermediary Link to Controlled Text</b>	
<b>Link to Authentic Text</b>	
<ul style="list-style-type: none"> <li>• Shared Reading</li> <li>• Interactive Writing</li> <li>• Small Group Instruction</li> </ul>	

Use the following T-chart to record what you notice the teacher and the students saying and doing during the lesson. As you watch the video think about the following:

- clear, concise, explanation of the word study principle;
- exemplars used to demonstrate the principle;
- student engagement across the lesson;
- students' ability to apply the principle during application;
- assessment opportunities during share; and
- links to reading and writing.

Lesson Observation Analysis	
Teacher	Students
Minilesson	Minilesson
Application	Application
Group Share	Group Share

Take a minute to talk with a partner about what you saw in the word study lesson.

### Reflection

How does this explicit, brief teaching support student's learning?
How might you help teachers think about their teaching of word study lessons?

# Third Grade Lesson: Prefixes

As you look at the following word study lesson plan designed for a group of third graders, consider what the teacher is planning for them. The lesson is supporting prefixes. Read through the following lesson plan in preparation for a role play you'll be involved in. One of you at the table will play the role of the teacher and everyone else at the table will be the students. This lesson is designed from an inquiry stance—the students read through a list of words and see if they can generate the principle for themselves. It is assumed that this is not their first lesson with prefixes.

Third Grade Word Study Lesson: Prefixes	
<b>Lesson Considerations:</b>	<ul style="list-style-type: none"> <li>• Integrate Tennessee Foundational Literacy Standard FL.PWR.3.a</li> <li>• Consider student needs in connection with standard goals (e.g., while writing, students are writing the wrong word to fit their intended meaning)</li> <li>• Identify lesson purpose and objectives based on student needs; recognize words with prefixes: (mis-, pre-, sub-) through inquiry process</li> </ul>
<b>Foundational Skill/Principle:</b>	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text: identify and define the meaning of the most common prefixes.
	<ul style="list-style-type: none"> <li>• mis-: misrepresent, misfire, mislead, misfortune, misspell, misunderstanding, misbehave, mistreat</li> <li>• pre-: preheat, precaution, preapprove, preschool, preview, preflight, predawn, precooked</li> <li>• sub-: subset, subway, submarine, submerge, subtotal, subcutaneous, subzero, subconscious</li> </ul>
<b>Materials Needed:</b>	<ul style="list-style-type: none"> <li>• pocket chart for display of words</li> <li>• words containing prefixes are written on individual cards</li> <li>• word response sheet</li> <li>• list of words with prefixes mis-, pre- and sub- <ul style="list-style-type: none"> <li>○ mis-: misrepresent, misfire, mislead, misfortune, misspell, misunderstanding, misbehave, mistreat</li> <li>○ pre-: preheat, precaution, preapprove, preschool, preview, preflight, predawn, precooked</li> <li>○ sub-: subset, subway, submarine, submerge, subtotal, subcutaneous, subzero, subconscious</li> <li>○ Four box sort sheets</li> </ul> </li> <li>• Definition of prefix: when a group of letters or word part is placed at the beginning of a base word. It changes the meaning of the base word.</li> <li>• mis-: wrongly, bad or badly</li> <li>• pre-: before</li> <li>• sub-: under, lower, smaller</li> </ul>

### Third Grade Word Study Lesson: Prefixes

#### Minilesson:

- “Today you’re going to look at the words I’ve put in the pocket chart and see what you notice about them. Once you begin to notice things, we can arrange them in a different way.”
- Have the following words written on cards and arrange them in random order forming three columns (see # 1 example).
- “What do you notice about the words?” Students respond.
- Begin to rearrange chart to different prefixes—you could have a student do this with support of the group (see example 2).
- “As you look down the columns, can you begin to think about what all these words have in common?” (all have the same letters at the beginning of each word)
- “Those same letters are called prefixes. What do you already know about prefixes?”
- Add the corresponding prefix card to the top of each column.
- “Turn and talk to a partner and see if you can find the prefix added to a base word and decide what the word with the prefix means. If you can do it with one of the prefixes, try a different column with a different prefix.”
- “Who can share out what you and your partner talked about?” Have children share some of their findings
- “So, now if we’re talking about the prefix ‘pre,’ what does pre- mean? (Yes, it means before.)”
- “Let’s do that with ‘mis-’ and ‘sub-,’ too. Who can have a go at what those two prefixes mean? (Yes, ‘mis-’ means wrongly or badly and ‘sub-’ means under.)”
- “So, now it makes sense for us to write a principle statement about prefixes and then write a statement about what each of the prefixes we looked at today means.”
- Possible Principle Language: If you add a word part or prefix to the beginning of a base word, it changes the meaning of the word.
  - Add mis- to the beginning of a word to mean wrongly...
  - Add pre- to the beginning of a word to mean before...
  - Add sub- to the beginning of a word to mean under....

### Third Grade Word Study Lesson: Prefixes

#### Application:

- "With your partner, read through this list of words with prefixes pre-, mis-, and sub-."
- "Talk about each of the words and select one example of each word (with prefix pre-, mis-, sub-) and write a sentence using that word in a sentence."
- "Write the three words and the sentence you compose for each on the response sheet."

#### Group Share:

- After returning to the gathering area, say to the group:  
"Who would like to share one of your examples with a prefix?"
- "If it's different than any of the words on the chart, we'll add it on." (Have some students share their sentences and have them show you where you could add it to the chart.)
- Summarize the Learning: "So, today we looked at prefixes. You will have many opportunities to read and write prefix words and remember, when you do read them, they will change the meaning of the base word."

#### Intermediary Link to Controlled Text

#### Link to Authentic Text

- Shared Reading
- Interactive Writing
- Small Group Instruction

#### Chart #1 for minilesson

<b>preheat</b>	<b>mislead</b>	<b>subway</b>
submarine	preview	misunderstand
misfortune	subzero	predawn
precaution	submerge	misbehave
misspell	subtotal	prehistoric
mistreat	preflight	subset

#### Chart # 2 for minilesson

<b>pre-</b>	<b>mis-</b>	<b>sub-</b>
preheat	mislead	subway
preview	misunderstood	submarine
precaution	misfortune	subzero
predawn	misbehave	submerge
preflight	misspell	subtotal
prehistoric	mistreat	subset

**Reflect on the following:**

How did it feel to have the opportunity to role play this experience with colleagues?

How was working from an inquiry stance different for you from the other minilessons where the principle was clearly stated at the beginning of the lesson?

What is one take away that you want to remember about the two different kinds of minilesson opportunities and how will you decide which kind to use with your students?

# Getting Started: How Do I Plan Lessons?

The Tennessee Foundational Literacy Standards and the Nine Areas of Learning encompass behaviors that students need to understand and utilize while reading and writing. Whole class word study lessons are based on patterns of behavior that indicate student need. The assessment opportunities discussed in Module 3 inform teacher decision-making and the selection of word study principles for the whole-group minilesson. By analyzing student reading and writing behaviors, patterns and trends of what students need to learn become evident. Use these patterns and trends to inform your selection of what foundational skills you will teach.

The following is a process for selecting whole-group word study lessons, using a grade two example. This process helps you to think about grade level standards through the teaching of a lesson. The examples provided next to each step in the process are specific to grade two. Read through each step and the example provided to think about what needs to be considered when selecting and planning for a whole-group lesson on foundational skills.

Steps in the Process	Findings/Decisions
1. Consult the Tennessee Foundational Literacy Standards for your grade level (this provides a systematic skills scope and sequence).	Spell words with suffixes that require consonant doubling, dropping silent –e, and changing y to i (2.FL.WC.4.c).
2. Observe and assess students' current foundational skills understandings through specific assessments (early literacy concepts, letter identification, high-frequency words, word writing, etc.) and through analyzing students' independent writing and oral reading behaviors.	Student writing was collected and assessed over the course of a week.
3. Analyze the data that you collected through your observations and assessments to look for patterns of what students partially know or do not yet know to decide what needs to be taught.	Independent writing evidence shows that students are not consistently doubling the consonant or changing y to i.
4. Reference the Alignment Document or <i>The Fountas &amp; Pinnell Literacy Continuum</i> to consider some possibilities for teaching at your grade level.	Recognize and use words that end with a consonant and y.
5. Select a principle and begin designing the word study lesson/application activity for the group. Phrase the principle in language that is clear and concise to students.	When words end with a consonant and a y, you change the y to an i and add –es to make them plural.
6. Find words that are examples of the principle.	country    story penny     lady baby      daisy library    puppy

With a partner, use the kindergarten writing samples from Module 3 along with the planning for instruction chart and develop a word study lesson using the following chart.

Steps in the Process	Findings/Decisions
1. Consult the Tennessee Foundational Literacy Standards for your grade level (this provides a systematic skills scope and sequence).	
2. Observe and assess students' current foundational skills understandings through specific assessments (early literacy concepts, letter identification, high-frequency words, word writing, etc.) and through analyzing students' independent writing and oral reading behaviors.	
3. Analyze the data that you collected through your observations and assessments to look for patterns of what students partially know or do not yet know to decide what needs to be taught.	
4. Reference the Alignment Document or <i>The Fountas &amp; Pinnell Literacy Continuum</i> to consider some possibilities for teaching at your grade level.	
5. Select a principle and begin designing the word study lesson/application activity for the group. Phrase the principle in language that is clear and concise to students.	
6. Find words that are examples of the principle.	

Blank templates for the Word Study Lesson Plan and Planning Process Sheet can be found in Appendix C.

**Reflect on the process:**

What next steps will you want to take back at your school to support the teaching of foundational skills “out of text”?

# MODULE 5: Teaching Foundational Skills In Text

## Objectives

- Discuss the different instructional strategies in which students have opportunities to use flexible word solving strategies while reading and writing continuous text
- Review what competent word solvers do while reading and writing
- Analyze videos of in text experiences that support flexible word solving and fluency

## Link to Tennessee Academic Standards

Foundational skills lessons focus on the explicit teaching of **Foundational Literacy**, while incorporating additional **Reading, Writing, and Speaking and Listening Standards** through questioning, discussion, and tasks.

## TEAM Connection

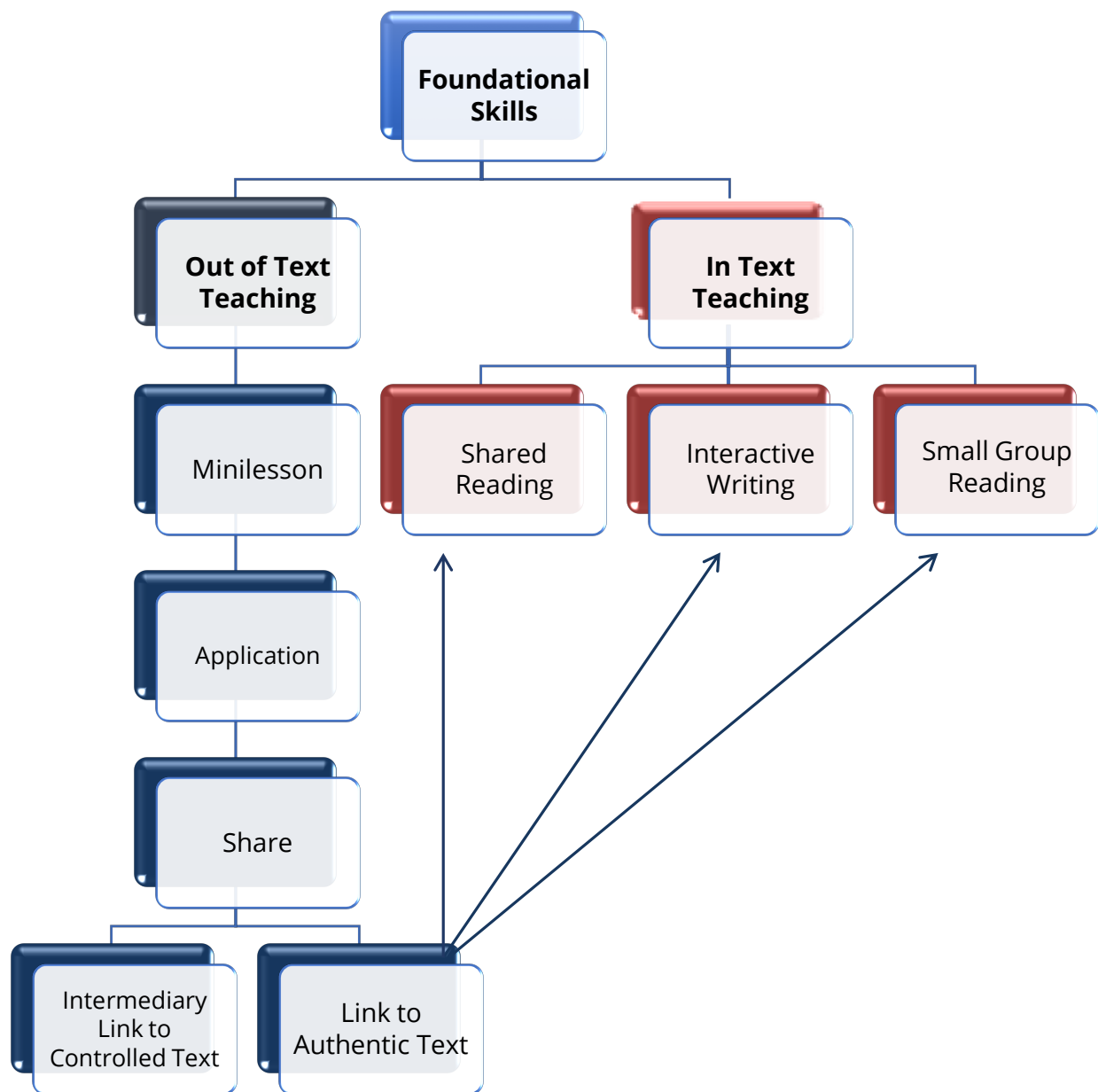
- Standards and Objectives
- Motivating Students
- Presenting Instructional Content
- Activities and Materials
- Teacher Content Knowledge

# Foundational Skills: Teaching Foundational Skills In Text

Module 5 will focus on the teaching of foundational skills that occurs while students are reading and writing continuous text. The out of text teaching of foundational skills that was the focus of Module 4 is interwoven and linked with the teaching that occurs while students are reading and writing continuous text. Students need to be taught how to be flexible word solvers who can

- say words slowly, identify sounds, and represent them with letters;
- notice the visual features of words;
- use word parts or spelling patterns;
- read, write, and use high frequency words;
- notice and use word structure;
- learn new word meanings; and
- self-monitor and check on themselves.

The following flow chart shows the interconnectedness between foundational skills being taught both out of text and in text during authentic reading and writing experiences.



Take a moment to read the following quote and review the *Competent Word-Solvers: The Importance of Foundational Skills* chart from Module 2:

It is our job as teachers to design a literacy program that will help children become interested in words, become effective and fast at word-solving, and be able to use word-solving skills while reading and writing meaningful messages, stories, informational pieces, and other kinds of written language. (Fountas & Pinnell, 1998, p.13)

# Competent Word-Solvers: The Importance of Foundational Skills

<i>In reading, competent word-solvers:</i>	<i>In writing, competent word-solvers:</i>
Discriminate letter symbols in print quickly.	Form letters easily and quickly.
Recognize whole word as units.	Write the sounds they hear in words.
Use word parts.	Write a large number of known whole words quickly and easily.
Use letter-sound relationships in flexible ways.	Listen for and use word parts to construct words.
Use knowledge of known words to get to unknown words.	Use letter-sound relationships in flexible ways to construct words.
Sound out words by individual letter or by letter clusters.	Use knowledge of known words to write new words.
Use base words to analyze parts.	Write words letter-by-letter, checking on the letter-sound relationships.
Analyze words left to right.	Write words left to right.
Check on their attempts by using letter-sound relationships and word parts.	Check on words they have written to be sure they look right and represent accurate letter-sound relationships.
Use partial print information in combination with meaning and language information.	Use partial information along with references and resources such as word lists and dictionaries.
Use the information about words in coordination with the meaning and language of the text.	Keep the composed message in mind while attending to the details of word construction.
Use references and resources to learn the meaning and exact pronunciation of new words for which they can approximate pronunciation.	Attempt new words.
Attempt new words.	Know that every word has at least one vowel.
Notice letter patterns.	Know that every syllable has at least one vowel.
	Think about base words.

(Fountas & Pinnell, 1998, p. 79)

**Reflection**

Record your thoughts about teaching students how to utilize foundational skills while they are reading and writing continuous text.

# Teaching Foundational Skills Through Reading and Writing Opportunities

The opportunity to teach foundational skills while students read and write is embedded in every authentic experience students have with texts. Foundational skills that have been taught "out of text" help you to respond purposefully while students are reading and writing continuous texts. The following chart outlines opportunities for the teaching of foundational skills.

In Text Teaching of Foundational Skills	
Instructional Options for Teaching Foundational Skills in Reading	Instructional Options for Teaching Foundational Skills in Writing
Interactive Read Aloud	Modeled Writing
Shared Reading	Shared/Interactive Writing
Small Group Reading	Small Group Writing
Independent Reading/Conferring	Independent Writing/Conferring

Consider what you currently understand about foundational skills and record under each instructional strategy which foundational skills can be taught during these reading and writing opportunities.

Reading Instructional Strategy	What foundational skills might I teach?
Interactive Read Aloud	
Shared Reading	
Small Group Reading	
Independent reading	

<b>Writing Instructional Strategy</b>	<b>What foundational skills might I teach?</b>
Modeled Writing	
Shared/Interactive Writing	
Small Group Writing	
Independent Writing/Conferring	

Share your reflections at your tables. What are you noticing across these instructional strategies? In what ways are they similar? In what ways are they different?

# Teaching Foundational Skills Within Shared Reading

During shared reading opportunities students are reading continuous texts while learning about the following foundational skills:

- Print Concepts
- Phonological Awareness
- Letter Knowledge
- Letter-Sound Relationships
- Word Structure
- Word Meaning
- Vocabulary
- Fluency

As you watch the following shared reading videos record what the students are learning about utilizing foundational skills while reading. On the recording sheets provided, document the foundational skills you notice being linked to previous word study lessons. Record language the teacher is using to prompt for or reinforce the use of flexible word solving actions.

Shared Reading	
The Snowman (kindergarten)	Whether the Weather (2 <sup>nd</sup> grade)
What are the students learning about reading and foundational skills?	What are the students learning about reading and foundational skills?

<b>Shared Reading</b>	
The Snowman (kindergarten)	Whether the Weather (2 <sup>nd</sup> grade)
Teacher language used to teach, prompt for, or reinforce the use of foundational skills while reading.	Teacher language used to teach, prompt for, or reinforce the use of foundational skills while reading.

# Language for Teaching Readers

Facilitative language is language for teaching. When you use this language you are helping students problem solve for themselves. “Teach” means to demonstrate or show the behavior. “Prompt” means to call for the student to apply the behavior you taught. “Reinforce” means to name or describe and confirm the effective behavior.

The following chart contains examples of language that you might use to teach for, prompt for, or reinforce the construction of words while students are reading. Note the following:

- *Early reading behaviors* means supporting the reader’s ability to read left to right, return to the left, match one spoken word with one written word, and to check on himself.
- *Searching for and using information* means that readers need to learn how to look for and use visual information, the language structure, and the meaning of the text as they problem-solve getting the meaning.
- *Word beginnings* means students are looking at the first part of a word and using letter-sound relationships to get the word started.
- *Word part (letter clusters)* means students are looking at parts of a word (first, middle, end) to solve it.
- *Searching for and using visual information* means students look for and use the parts of words that they know to help them solve unknown words.

Facilitative Language for Teaching		
Teach	Prompt	Reinforce
Reading Left to Right/Return to Left		
Start here and read this way.  When you finish here, go back here. (point) Move your eyes this way. (point)	Move your eyes.  Now go back here. Read it with your eyes.	You read it with your eyes.
Establishing Voice-Print Match		
Watch how I point under each word. I make it match.  Watch me point. I make it match.  This is how to do it. I make it match.  Watch me. I make it match.	Point to each word.  Read it with your finger.  Put your finger under each word.  Take your finger out and use your eyes.	You read it with your finger and made it match.  You didn’t need to use your finger to make it match.  You were using your eyes.

<b>Teach</b>	<b>Prompt</b>	<b>Reinforce</b>
<b>Word Beginnings</b>		
Listen to how I start it. Look at the beginning. You can look at the letter and say the first sound.	Say the first part. Say the sound of this letter. Look at the first letter and say the sound.	You said the first sound and it helped you. You noticed the first letter and made the sound.
<b>Word Parts (letter or clusters of letters)</b>		
You can say it slowly like when you write it. You can look at the first syllable. You can use your finger to break the word.	Say it slowly like when you write it. Say the first part. Now, say more. Cover the last part. Look at the middle of the word. Is that word like another word you know? Where can you break that word apart?	You said the first part. You noticed the first syllable. You looked at the ending. You thought of a word like that.
<b>Searching for and Using Visual Information</b>		
You can say it slowly like when you write it. (model) You can think of a part you know. (model)	What do you expect to see at the beginning (middle, end)? Think about how the word looks. Do you know a word like that? Do you see a part that can help?	You thought about what would look right. You thought of another word you know. You used a part you knew.
<b>Searching for and Using Information</b>		
<b>Meaning</b>		
The picture will help you think about this part of the story.  You can think about the story when you look at the pictures.  You said _____. That doesn't go with this part of the story.	Can the picture help you think about this part of the story?  Try that again and think of what would make sense.  Are you thinking about the story?	That makes sense in (or goes with) this part of the story.  You were thinking about the story.  You were thinking about what would make sense.

<b>Teach</b>	<b>Prompt</b>	<b>Reinforce</b>
<b>Structure</b>		
<p>You said _____. That doesn't sound right.</p> <p>You said _____. That's not the way the writer would say it in a book.</p> <p>Listen to this. (Model two choices.) Which one sounds better?</p>	<p>Would _____ (model correct structure) sound right?</p> <p>Try that again and think what would sound right.</p> <p>Try _____ (insert correct structure). Would that sound right?</p>	<p>You made it sound right. (after problem solving)</p>
<b>Teach</b>	<b>Prompt</b>	<b>Reinforce</b>
<b>Visual Information</b>		
<p>You can read it again and start the word. (model rereading and articulate the first sound)</p> <p>You can get your mouth ready to start the tricky word. (model)</p> <p>You can say it slowly like when you write it. (model)</p>	<p>Get your mouth ready for the first sound.</p> <p>What letter do you see first?</p> <p>Do you know a word that starts (ends) like that?</p> <p>Do you see a part that can help?</p> <p>You are nearly right. Add a letter (ending) to make it look right.</p>	<p>You read that again and started the tricky word.</p> <p>You thought about what would look right.</p> <p>You thought about a part you know.</p>

(Fountas & Pinnell, 2009b, pp. 11–12)

**Reflection**

What are you noticing about this facilitative language?

How can facilitative language such as this support students while reading?

# Language for Teaching Writers

Facilitative language is language for teaching. When you use this language you are helping students problem solve for themselves. “Teach” means to demonstrate or show the behavior. “Prompt” means to call for the student to apply the behavior you taught. “Reinforce” means to name or describe and confirm the effective behavior.

The following chart contains examples of language that you might use to teach for, prompt, or reinforce the construction of words while students are writing. Note the following:

- *Sound analysis* means students are thinking about the sounds in a word.
- *Visual analysis* means the students are noticing how words look.
- *Monitoring and correcting* means the students are noticing errors and correcting them.

Teach	Prompt	Reinforce
<b>Using Sound Analysis to Construct Words</b>		
Model saying words slowly, listening for the sounds in sequence, and writing the letters that represent them.	Listen for the parts. Clap the parts you hear.	You said that word slowly.
<b>Using Visual Analysis to Construct Words</b>		
Model using word parts, analogy, and thinking about orthographic (spelling) patterns to write unknown words as well as writing words quickly.	It starts like _____. It ends like _____. How do you think it would start? (end?) Do you know a word that starts with those letters?	You used a part you know.
<b>Using Monitoring and Correcting to Construct Words</b>		
Let me show you how to check if all the sounds are there. Let me show you how to check if all the letters are there.	Check to see if all the sounds are there. Where’s the tricky part? Do you think it looks like _____? Find the part that’s not quite right. You are almost right. Add the ending. You are nearly right. Change the middle.	You checked all the sounds. You checked all the letters. You noticed what was wrong. You made it look right.



# Foundational Skills: Analyzing a Student's Reading Fluency to Inform Teaching Decisions

Tennessee Foundational Literacy Standard #5—Fluency—states that readers read with sufficient accuracy and fluency to support comprehension. Teaching for fluency occurs during all reading contexts (Interactive Read Aloud, Shared Reading, Small Group Reading, and Independent Reading). Your assessment of students' fluency informs your instruction.

Let's think again about Arleen, a kindergarten student reading *Snowflakes*. You listened to her read during Module 3 and assessed her fluency by considering the six dimensions. Refer back to your analysis of Arleen's fluency assessment in order to recall what you noticed and recorded about her fluency.

The following chart is an analysis of Arleen's fluency behaviors.

Pausing: It is unclear whether she noticed and used punctuation.
Phrasing: Mostly, she read word-by-word influenced by finger pointing.
Stress: No stress was noted on this reading. <i>Snowflakes</i> was written in a curved font that decreased in size as the three words moved down the page.
Intonation (expression): None noted on this reading.
Rate (pace): At points she read too quickly— <i>Snowflakes</i> , <i>snowflakes</i> , <i>snowflakes</i> pages. There was some evidence of finger pointing slowing her reading.
Integration (putting it all together): Not noted in this reading.

Using Arleen's assessment information as representative of what most students are doing with regard to fluency in her kindergarten classroom, consider how shared reading can be used as an instructional format for the teaching of fluency.

Listed below are goals for maintaining fluency in kindergarten from *The Fountas & Pinnell Literacy Continuum*, Shared Reading section (2017b, p. 121). Consider one or two teaching goals from this list.

- Read some words quickly and automatically
- Use phrasing, pausing, word stress, and intonation when reading in unison
- When reading in unison and individually, remember and use repeating phrases with intonation
- Use line breaks to guide phrasing when reading poetry in chorus or individually
- Adjust the voice to recognize dialogue in the body of the text and in speech bubbles
- With group support, read orally with integration of all dimensions of fluency (e.g., pausing, phrasing, word stress, intonation, and rate)

The following chart outlines two possible teaching goals for the class. Next to each goal is language a teacher might use to teach for, prompt for, or reinforce the goal. The final column suggests some things to consider when planning for teaching the lesson.

Teaching Decisions and Goals	Facilitative Language:	Planning for Teaching
1. Read without pointing but with correct voice-print match	<p><b>Teach:</b> You can read it with your eyes.</p> <p><b>Prompt</b> (if students are reading the text): Read it with your eyes.</p> <p><b>Reinforce:</b> You read it with your eyes.</p>	<p>Using a plain pointer, sweep the pointer smoothly under a text once everyone has 1:1 match under control.</p> <p>Then move to holding the pointer at the beginning of each line to signal the next line to be read.</p>
2. Use line breaks to guide phrasing when reading poetry in chorus or individually	<p><b>Teach:</b> Read it like this (model phrase units) Read this much all together (cover part of the print, exposing phrase unit).</p> <p><b>Prompt:</b> Let's put 'on my ____' together.</p> <p>These words make sense together. Read them together.</p> <p><b>Reinforce:</b> You put your words together. You made it sound like talking.</p>	<p>Select a text that is laid out in phrase units to facilitate this teaching.</p>

(Fountas & Pinnell, 2009b, pp. 5, 17)

With a partner, revisit Kelly's reading of *The Magic Fish* from Module 3. Refer to the fluency statements that you recorded for Kelly. What are you noticing about her fluency?

Using Kelly's assessment information as representative of what most students are doing with regard to fluency in her second classroom. Consider how shared reading can be used as an instructional format for the teaching of fluency.

Listed below are goals for maintaining fluency in second grade from *The Fountas & Pinnell Literacy Continuum*, Shared Reading section (2017b, p. 127).

Consider one or two teaching goals from this list.

- Read a growing number of words quickly and automatically.
- Use line breaks to guide phrasing when reading poetry in unison or individually.
- Adjust the voice to reflect dialogue in the body of the text.
- Read orally with integration of all dimensions of fluency (e.g., pausing, phrasing, word stress, intonation, and rate).

Complete the following teacher decision-making chart as you consider teaching for fluency during shared reading. Use *Prompting Guide 1* (Fountas & Pinnell, 2009b) to guide your selection of possible facilitative language that you could use to support fluency during shared reading.

Teaching Decisions and Goals	Facilitative Language:	Planning for Teaching
	Teach:  Prompt:  Reinforce:	
	Teach:  Prompt:  Reinforce:	

**Reflection: Teacher Decision Making for Fluency**

How can fluency assessment information inform teaching decisions?

How do the six dimensions of fluency help you think about fluency instruction across the day?

**Concluding reflection:**

Consider the following quote and reflect on your current understandings of teaching for foundational skills while students are reading and writing continuous text.

Teaching decisions during reading [and writing] instruction are made on the spot. You have an overall plan, and this planning is very important, but moment-to-moment interactions during lessons focus readers' [and writers'] attention and show them how to engage or prompt them to engage in effective strategic actions. It is impossible to preplan all of those interactions, but you will be ready for them if you base your teaching on an integrated foundation of information. (Fountas & Pinnell, 2006, p. 52)

**Reflection**

# MODULE 6: Planning, Resources, Materials, and Environment

## Objectives

- Explore print-rich environments and analyze how they contribute to learning foundational skills during shared reading, interactive writing, and word study lessons
- Consider the texts, materials, and resources needed to engage in teaching foundational skills during shared reading, interactive writing, and word study lessons
- Investigate how resources and manipulatives support students' active exploration of foundational skills

## Link to Tennessee Academic Standards

Foundational skills lessons focus on the explicit teaching of **Foundational Literacy** while incorporating additional **Reading, Writing** and **Speaking and Listening Standards** through questioning, discussion, and tasks.

## TEAM Connection

- Standards and Objectives
- Motivating Students
- Presenting Instructional Content
- Activities and Materials
- Teacher Content Knowledge
- Teacher Knowledge of Students

# Planning for Teaching Foundational Skills During Shared Reading

From your work in Interactive Read Aloud (Semester 1) and Shared Reading (Semester 2), you've become familiar with the form shown below. You will continue to use this form to select texts for Interactive Read Aloud and Shared Reading. This form will be useful for analyzing texts to plan for in text teaching of foundational skills.

## Shared Reading Text Analysis

<b>Title:</b>	<b>Lexile:</b>
<b>Qualitative Complexity</b>	
Levels of Purpose and Meaning	Text Structure
Language Features	Knowledge Demands
Reading Standards	Content Area Standards

Foundational Literacy Skills	
Print Concepts	Phonological Awareness (K-1)
Phonics and Word Recognition	Fluency
Vocabulary Acquisition	Additional Notes
Reader and Task Considerations	
<p>Will my students enjoy this text? Will they find it engaging?</p> <p>What will challenge my students most in this text? What supports can I provide?</p> <p>How will this text help my students build knowledge about the world?</p> <p>How can I connect this text to other texts we've read or will read?</p> <p>Considering this text's content and complexities, what kinds of tasks would be rigorous and appropriate for my students?</p>	

When analyzing texts for shared reading, you will want to think about opportunities to teach students how to use foundational skills while reading continuous text. Each text should be carefully analyzed to maximize teaching. The following table outlines a few text characteristics that can be used to refine your analyzing of texts for shared reading. As you read about these text characteristics, consider how they support the in text teaching of foundational skills.

### Planning for Shared Reading

Text Characteristic	Definition
<b>Genre/Forms</b>	The <i>genre</i> refers to the kind of category of text: fiction or nonfiction. Forms refer to the kind of text: e.g. poetry, songs, enlarged picture books, nursery rhymes.
<b>Book and Print Features</b>	The <i>book and print features</i> refer to the physical attributes of a text: e.g. font, layout, length.
<b>Sentence Complexity</b>	<i>Sentence Complexity</i> refers to the complexity of the structure or syntax of a sentence. Addition of phrases and clauses to simple sentences increases complexity.
<b>Language and Literary Features</b>	<i>Language and Literary Features</i> refers to the qualities particular to written language that are qualitatively different from those associated with spoken language (e.g., dialogue, setting, description, and mood).
<b>Vocabulary</b>	<i>Vocabulary</i> refers to the meaning of words in a spoken language.
<b>Words</b>	<i>Words</i> refers to the decode-ability of words in a text; phonetic and structural features of words.

Shared reading of poems provides the opportunity for foundational skills to be taught while reading continuous text. By analyzing text characteristics and what the poem offers the readers, you can begin to see the possibilities for teaching. Consider the following chart that has been completed for the poem "I Had a Loose Tooth."

**I Had a Loose Tooth**

by Lillie D. Chafin

I had a loose tooth,  
A wiggly, jiggly loose tooth.  
I had a loose tooth,  
A-hanging by a thread.

I pulled my loose tooth,  
My wiggly, jiggly loose tooth.  
Put it 'neath my pillow,  
And then I went to bed.

The fairy took my loose tooth,  
My wiggly, jiggly loose tooth.  
And now I have a quarter,  
And a hole in my head.

<b>Planning for Shared Reading</b>	<b>I Had a Loose Tooth</b>
<b>Text Characteristic</b>	<b>Text Analysis /Possibilities for Teaching</b>
<b>Genre/Forms</b>	Enlarged poem
<b>Book and Print Features</b>	Twelve lines of text separated into 4 line stanzas. Print is clear and easy to read. Space between words and lines. Layout that supports phrasing, such as punctuation at the end of every line (period or comma).
<b>Sentence Complexity</b>	Two lines account for one sentence.  Sentences are between ten and eleven words in length. Sentences written in natural language that is close to oral language, some examples of clipped words (A-hanging, 'neath)
<b>Language and Literary Features</b>	Playful descriptive language; rhythm and repetition of words; four refrains  "A-hanging by a thread" is a phrase that may not be in the student's oral language.
<b>Vocabulary</b>	A few interesting words that are new to children but easy to understand in context (A-hanging, 'neath); some memorable words of high interest and novelty (wiggly-jiggly)  Familiar vocabulary: pillow, bed, thread, quarter, hole
<b>Words</b>	High-frequency words: I, had, a, by, my, put, it, and, then, went, to, the, took, now, have, in  Suffix: -ed (pulled)  Rhyming words: wiggly/jiggly, bed/head

Look at the possibilities for teaching that this poem offers over the course of a few days or a week. Taking this chart into consideration, you can plan to revisit the poem for different teaching purposes. On the first day, read the poem a few times together focusing on the meaning of the whole poem and some vocabulary to help the children understand it (e.g., a-hanging by a thread, 'neath, fairy). On the next day, you might revisit the poem and locate and highlight some high-frequency words. On the third day, you might locate and highlight some rhyming words (wiggly/jiggly, bed/head). Finally, you might revisit and locate punctuation that's used in the poem and help the students understand how the layout of the poem supports fluency while reading the poem.

Now, with a partner, analyze "Fuzzy Little Caterpillar" using *The Fountas & Pinnell Literacy Continuum*, Shared Reading continuum and the text characteristics. Analyze each text characteristic listed below and consider how the poem could be used to teach, prompt for, or reinforce the use of foundational skills during shared reading.

### **Fuzzy Little Caterpillar**

Fuzzy little caterpillar  
Crawling, crawling on the ground,  
Fuzzy little caterpillar,  
Nowhere, nowhere to be found,  
Though we've looked and looked and hunted,  
Everywhere around!  
When the little caterpillar  
Found his furry coat too tight,  
Then a snug cocoon he made him,  
Spun of silk so soft and light,  
Rolled himself away within it—  
Slept there day and night.  
See how this cocoon is stirring—  
Now a little head we spy,  
What! Is this our caterpillar,  
Spreading gorgeous wings to dry?  
Soon the free and happy creature  
Flutters gaily by.

<b>Planning for Shared Reading</b>	
<b>Text Characteristic</b>	<b>Text Analysis / Planning for Teaching</b>
Genre/Forms	
Book and Print Features	
Sentence Complexity	
Language and Literary Features	

Planning for Shared Reading	
Text Characteristic	Text Analysis / Planning for Teaching
Vocabulary	
Words	

Adapted from Fountas & Pinnell, 2017b

### Reflection

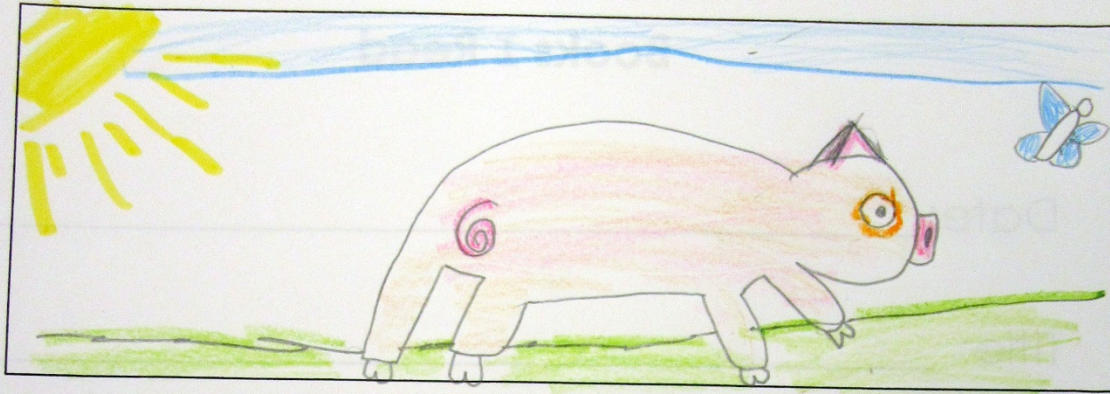
How did analyzing the text characteristics along with the original text analysis form help you plan for teaching foundational skills during shared reading? Provide rationales for your thinking.

As you can see from looking at these poems and analyzing the text characteristics, you were able to find various teaching points for shared reading. Text analysis and planning for instruction are interconnected. When you are thinking about selecting texts and planning for instruction in shared reading, keep foundational skills in mind to support the readers.

# Planning for Teaching Foundational Skills While Writing

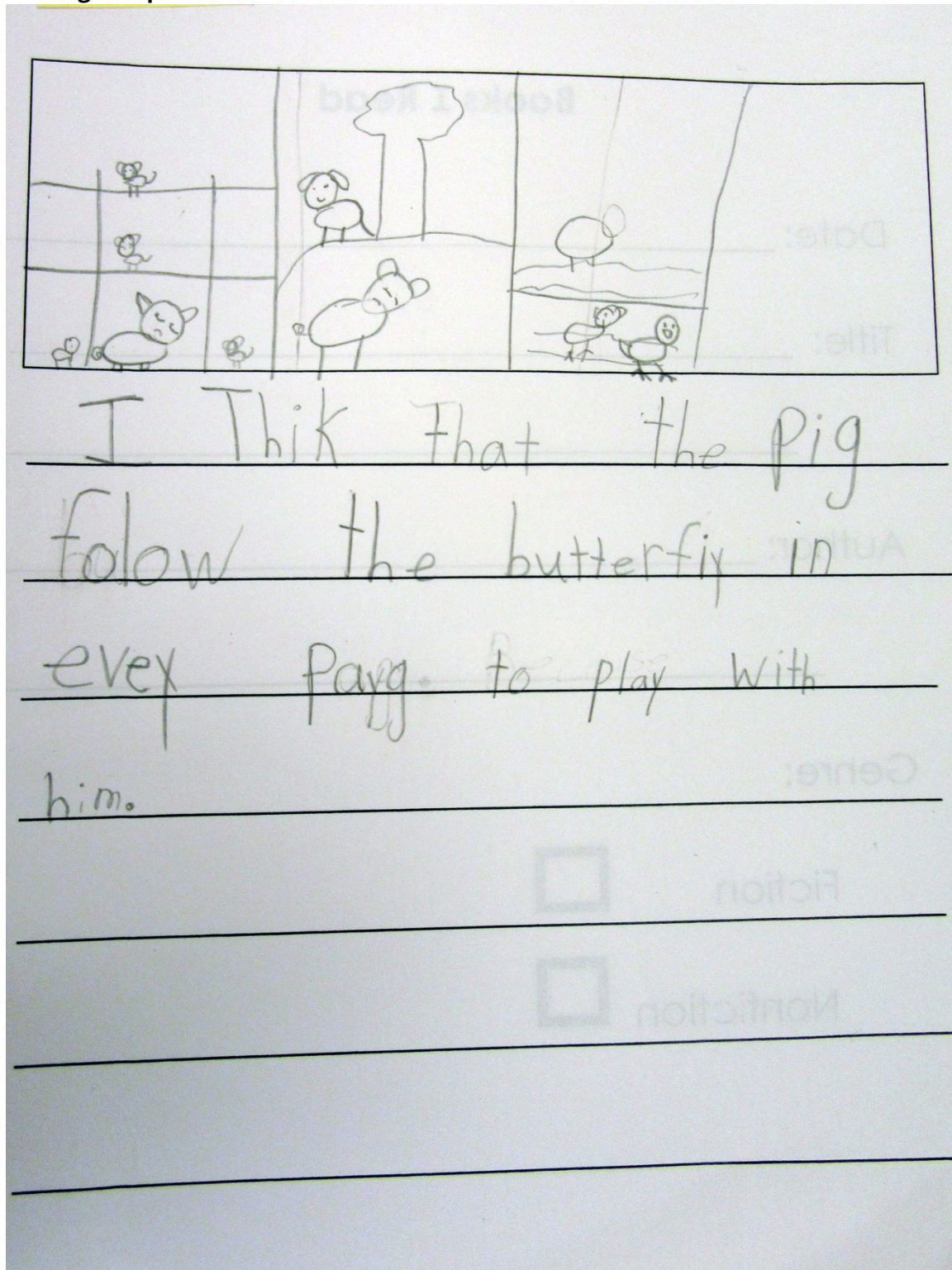
Shared/Interactive Writing is a context in which you can teach for foundational skills because you and the students are co-constructing the text together. This context helps children apply what they know and provides them with opportunities to learn more about foundational skills. The following are reader's notebook entries by three first graders about the book *Peaches the Pig* (Riley & Childers, 1995). The readers completed these entries at the end of a small group reading lesson. These student writing samples can be analyzed with a specific focus on writing conventions. After analyzing the three writing samples, a chart of possible opportunities to teach foundational skills while writing was created. Refer to the chart below and the two paragraphs that proceed it to see an example of how a teacher might use *The Fountas & Pinnell Literacy Continuum* or the Alignment Document to notice behaviors that can inform instruction.

Writing Sample 1

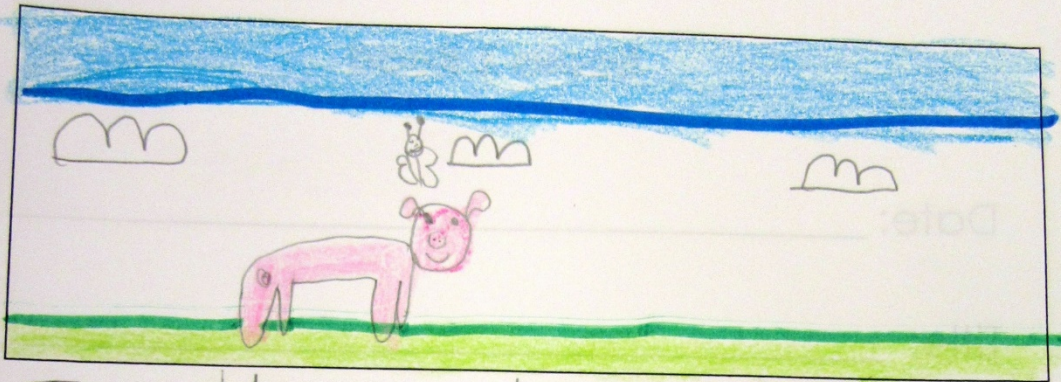


I thik that the  
butterfly is in evey pag  
because it takaing the pig  
evey wer.

Writing Sample 2



Writing Sample 3



I think that the  
butterfly is folding him  
because the almos wad  
not play w/ him.

Convention	Observations from writing samples/Planning for Teaching
Print Concepts FL.PC.1	Narrative structure moving left to right across the page with accurate return sweep for each child
Spelling Patterns FL.WC.4	thak, thik, for think takaing for taking folow for followed folding for following payg for page amos for animals wod for would
High Frequency Words FL.WC.4	evey for every wer for where wiv for with
Grammar & Usage FL.SC.6	Child 1 left out a word in the sentence
Capitalization FL.SC.6	All began sentences with "I" spelled correctly
Punctuation FL.SC.6	All used ending punctuation accurately but each student wrote only 1 sentence.

For this group, spelling patterns (FL.WC.4) and high frequency (FL.WC.4) words will be the focus of an interactive writing lesson. All the samples were written in a narrative structure with left to right directionality, spacing between words, and return sweep under control. The only word that needed to be capitalized was I and it was done correctly by all writers. Each student wrote only one sentence and they used ending punctuation appropriately. Grammar and usage seemed to be in place for all the writers with the noun/verb agreement.

Analysis of the writing showed that spelling conventions and high frequency words were areas that the students had partial control of and would thus be appropriate teaching foci. It is important to remember that errors are evidence of the students' current understandings. For example, *payg for page* is evidence that the writer seems to understand that *ay* can say *a*, and that *g* has more than one sound.

Revisit the student writing samples that you analyzed during Module 3—either the kindergarteners or the second-graders. Use *The Fountas & Pinnell Literacy Continuum* (Writing Continuum, Conventions) or the Alignment Document to plan some teaching opportunities through interactive or shared writing that will focus the students' attention on foundational skills. For this activity, pay particular attention to the following conventions: text layout, grammar and usage, capitalization, punctuation, and spelling. Follow the same procedures as you did for the Shared Reading experience by adding your plan for teaching in the right column.

Convention	Observation from Writing Samples/Planning for Teaching
Print Concepts FL.PC.1	
Spelling Patterns FL.WC.4	
High Frequency Words FL.WC.4	
Grammar & Usage FL.SC.6	
Capitalization FL.SC.6	
Punctuation FL.SC.6	

## Reflection

How did this analysis of student writing reveal opportunities for writing?

As you can see from analyzing student writing samples and considering foundational skills you were able to find various teaching points for writing instruction. When you are thinking about constructing text together with students, keep foundational skills in mind as you support the writers.

# Materials and Resources to Use in Teaching Foundational Skills

Materials and resources that are used to support the teaching of foundational skills are vast and are often acquired over time. Schools may provide a limited budget each year for classroom teachers to purchase materials and supplies. Many, if not most, of the resources you need to use can be created in the classroom with the students. These co-created resources turn into Shared Reading charts or Interactive Writing charts that can be reread and used as resources for learning. The following chart lists materials/resources that you can use in each of the listed teaching strategies to support the learning of foundational skills.

	Materials	Resources
<b>Working with Words</b>	Magnetic Letters, Storage Trays  Word and Picture cards  Pocket Charts  Plain Pointers  Magnetic Whiteboards & Markers  Highlight Tape  Magna Doodle  Letter/Word Games  Computers  iPads or Tablets  Smart Boards	Name Chart  Word Wall  Alphabet and/or Alphabet Linking Chart  Consonant Cluster/Digraph Charts  Previous Word Study Charts

	<b>Materials</b>	<b>Resources</b>
<b>Shared Reading Experiences</b>	Colored Highlighter tape Post-it notes (various sizes) Sliding masks Sentences Strips Plain Pointers	Name Chart Word Wall Alphabet Linking Chart Consonant Cluster Linking Chart Previous Word Study Charts
<b>Interactive Writing</b>	Easel Large paper (various layouts) Sentence strips Markers Magna Doodle Magnetic Letters/ storage area Magnetic whiteboard & Markers Plain Pointers	Name Chart Word Wall Alphabet Linking Chart Consonant Cluster/Digraph Charts

## Word Walls

A word wall is a designated area of the classroom where words are displayed so it can be viewed from all areas of the classroom. A word wall provides a large, easy-to-see visual representation of the foundational skills learning that is taking place in the classroom. The primary purpose of a word wall at any grade level is to create a resource that can be used as a reference tool for students to utilize while they are independently reading and writing. The word wall can also be referenced during whole-group and small-group reading and writing instruction (i.e., shared reading and interactive writing) to make connections to words they are attempting to read and write.

A word wall in kindergarten may include student names, environmental print, high frequency words (two-letter high-frequency words moving to three- and four-letter high-frequency words), and concept words (color words and number words).

In grades 1–3, the word walls primarily focus on high frequency words appropriate to the grade level and examples of word study principles that are being studied in the classroom (see examples below). Word walls are dynamic; new words are introduced constantly and words are "retired" when they are under control for most of the class. Often teachers have library pockets at the bottom of the word wall where "retired" words are kept in case a new student wants to reference a word.

The following are just a few examples of words that might be on a word wall at different grade levels.

**Grade 1:**

High-frequency words such as but, had, she, not, one, came, from, have, said, that, with, they, were, your

Word Study exemplars such as clusters at the beginning and end of words, vowel combination, contractions, compounds

**Grade 2:**

High-frequency words such as after, because, before, don't, could, there, their, very, where, every, knew, should

Word Study exemplars such as spelling patterns, syllables with double consonants, prefixes, homophones

**Grade 3:**

High-frequency words such as another, brought, couldn't, different, enough, finally, nothing, you're, wouldn't

Word Study exemplars such as vowel patterns, multisyllabic, homographs, plurals, prefixes, suffixes

**Name Chart:** Children's names are personal and are used in several places around the primary classroom to support children's learning, including a name chart. The children's names are organized alphabetically and copied onto the name chart. Often the names of children beginning with each letter are circled to notice them together. Once names are posted on a name chart, you can begin to teach all kinds of foundational skills with them. For example, which names begin with the same letter? Which names end with the same letter? Which names have more than one vowel? Which names are the longest? Shortest? How many syllables can you hear in each name? Which contain a consonant cluster or digraph?

As students move through the early primary grades, name charts expand to first/last names and they open a whole new range of learning opportunities using the last names. Abbreviations and initials offer another learning structure as students search to recognize and use their initials in creative ways. The name charts serve as a reference—the power of the name chart is relative to what students are studying and noticing about words at a particular grade level. Just as we use the word walls for various purposes to reference what we're learning in a particular grade, the name chart offers those same kinds of differentiated teaching opportunities as the complexity of the word work learning increases.

## Alphabet and Consonant Cluster Linking Charts

Alphabet linking charts provide a visual representation of each letter and a concrete picture of something that starts with the corresponding letter (i.e., Ww – wagon). Alphabet charts include the capital and lower case form of the letter, a picture of something starting with that sound and often the name of the picture. It serves as a Letter-Sound relationship chart for children. Children in kindergarten often go through the alphabet chart from A–Z as led by the teacher. Eventually, the children lead the exercise of pointing to the letter forms, picture, and word starting with the letter that begins their first name (e.g., Molly would begin with the Mm, follow the alphabet through to Zz, and pick up the letters from Aa until she gets to her Mm again).

The alphabet linking chart often includes a representation of the different vowel pattern choices and/or might include two pictures for each vowel sound—one representing the short sound (i.e., apple) and the other picture represents the long sound (i.e., ape). C (cat, celery) and G (goat, gym) also have two sounds and have two pictures included on the chart. Other uses of the alphabet chart include times when children can't remember how a letter looks or what sound it usually makes. The teacher can draw attention to it or have the child find the confusing letter.

As consonant clusters are added to the curriculum in kindergarten and first grade, the consonant cluster linking chart is valuable as a resource. Like the alphabet chart, the cluster letters are shown along with a picture of a word beginning with that consonant cluster and the word representing the picture so children can see how the cluster looks at the beginning of a word. You can move through the cluster chart like the alphabet chart with children starting with their favorite cluster and moving through the chart, or you might only point to the clusters you've already talked about, or you might point to a new one you're introducing.

**Word Anchor Charts:** Often children are curious about words that might be located on another kind of anchor chart in the room. For example, **family names** might be one chart: mom, mother, grandmother, grandma, dad, father, grandfather, grandpa, sister, brother, cousin, etc. **Seasonal words** are interesting to children as they write stories, e.g., fall, autumn, leaf/leaves, Halloween, Thanksgiving, etc. **Weather words** are always interesting to children: sun, sunny, cool, warm, cold, hot, wind, rain, snow, sleet, icy, etc. These kinds of charts build as children want to know more about words and how they are spelled for projects, writing, and reading.

**Word Study Charts:** As children learn about word study principles in their classroom, the teacher creates an anchor chart to use as a reference for the word-solvers (e.g., "sounds of a as in cake," plurals charts, synonym and antonyms charts, homophone charts, vowel team charts, open/closed syllable charts). These charts are often posted around the room or displayed in a particular place—perhaps the word study center for reference and revisiting across the school year. When visiting a classroom, by looking at the word wall and the word study charts, you get a real sense of what the students have been studying.

All the charts can be used independently by the students as they are writing and reading.

# Designing and Utilizing Print-Rich Classroom Environments

Think about the resources and materials that are needed for an organized, print-rich environment. Classroom environments that enable students to engage in reading and writing need to be designed and maintained to meet the varying strengths and needs of the students. We will explore resources and materials you can use to teach the foundational skills during whole group, small group, and independent work time.

Print-rich environments support students as readers, writers, and word-solvers. Developing a print-rich environment takes time, organization, materials, and resources. Environments that are created along with the students belong to everyone in the classroom community. Appendix D has a walk-through document to assist in analyzing classroom environments. Foundational skills are supported in many ways by creating and maintaining an organized, print-rich environment.

Consider the following quote:

Teachers don't preplan and make attractive charts to decorate the room; our word walls and charts are *working documents* created by the teacher and children together...While the general plan and the principles repeat year after year, the charts reflect the unique thinking of any one group of children; the examples they discover, the order in which they produce them, the way they organize them...When we recognize our word walls and charts as working documents that change and develop over time, we realize that they are also a living record of the teaching and learning that has taken place in our classroom program. (Fountas & Pinnell, 1998, p. 52-53)

As you view the following pictures and video scans of classroom environments, consider the resources, the materials, and the organization you see. Think about how each one can support and enhance the teaching of foundational skills. Complete the following chart as you view videos and pictures of classroom environments.

<b>What am I seeing?</b>	<b>How can it be used to support foundational skills teaching?</b>	<b>At what grade level(s) would this be beneficial?</b>
<b>Name Chart</b>		
<b>Alphabet Linking Chart</b>		
<b>Environmental Print ABC Chart</b>		

**Discuss at your table:**

How do name charts, word walls, alphabet linking charts, etc., provide the potential to support the teaching and learning of foundational skills?

What will it take to create an organized, print-rich environment that will support teaching and learning the foundational skills in your schools?

What are some materials or resources that classroom teachers in your buildings might want to add to their classroom environments?

**Reflection**

Record your current thinking about using resources (word walls, alphabet/consonant cluster linking charts, anchor charts, and name charts) to foster foundational skills development. How can these resources be used in your classroom?

Foundational skills resources such as word walls, alphabet/consonant cluster linking charts, anchor charts, word study charts, along with name charts can be used to solidify foundational skills understandings during whole-group and small-group instruction and they become a resource the students can refer to as they are independently reading and writing.

## Concluding Reflection

What would be important for you to remember about each of these parts of this module?

Planning for teaching foundational skills during shared reading
Planning for teaching foundational skills while writing
Materials and Resources to use when teaching for foundational skills
Designing and Utilizing a Print-Rich Environment

# Reflecting on Your Learning

Return to the "Opening Reflection: What are Foundational Skills?" chart that you completed in Module 2 where you recorded your understandings of the Tennessee Foundational Literacy Standards.

Now, complete the right-hand column "Now I Understand . . ." and record what you are now understanding about the Tennessee Foundational Literacy Standards. Consider how your understandings have been refined or extended through your participation in Modules 2–6.

Select one thing to share out with your table group that you have learned about the Tennessee Foundational Literacy Standards.

Based on what you now feel you understand, consider some goals for yourself and write those goals in the self-assessment chart that follows the "Self-Assessment of Teaching Foundational Skills."

# Planning for the Teaching of Foundational Skills

Teacher Decision Making is a complex process that is dependent on many factors. Take a few minutes to read through the following rubric and talk with a partner about what you found interesting or thought provoking throughout Modules 2–6 on foundational skills teaching. Indicate on the rubric your current level of understanding about each statement. This is a self-reflection rubric that can guide your goal setting.

<b>Self-Assessment of Teaching Foundational Skills</b>	
I have an understanding of the content of Tennessee Foundational Literacy Skills.	Strong 5 4 3 2 1 Beginning
I understand the learning goals for each grade level in the Tennessee Academic Standards & Alignment Document	Strong 5 4 3 2 1 Beginning
I use observational and assessment data to identify the foundational strengths and needs of students.	Strong 5 4 3 2 1 Beginning
I know how to teach for specific foundational skills outside the text and within continuous text.	Strong 5 4 3 2 1 Beginning
I know how to use the available texts, materials and resources to teach foundational skills.	Strong 5 4 3 2 1 Beginning
I use each instructional strategy in the Elements of the Literacy Block to teach for foundational skills (e.g., Interactive Read Aloud, Shared Reading, Small Group Reading, Interactive Writing, Word Study lessons, etc.).	Strong 5 4 3 2 1 Beginning
I observe and assess student learning to assess the effectiveness of my teaching decisions.	Strong 5 4 3 2 1 Beginning

Consider your responses to the Self-Assessment of Teaching Foundational Skills rubric. Select a foundational skills area of focus that you think could refine or extend your teaching of foundational skills. Reflect on the following questions to think more about the area of focus that you think will impact your teaching of foundational skills.

<b>Foundational Skills Area of Focus Planning Sheet:</b>
What is your selected area of focus? Why is this an area of focus for you?
What are some steps for learning more about your foundational skills area of focus?
How will this area of focus impact student learning?
How will you know if your area of focus is impacting student learning?

Foundational skills play a critical role in helping children become flexible readers, writers and word-solvers. When taught outside of text, students have the opportunity to focus in on the principle and how words work.

Then, when taken into reading and writing of continuous texts, students have the opportunity to apply what they've learned about how words work as readers and writers.

Isolated teaching of foundational skills won't help readers and writers if they never have the chance to use the skill within continuous text so both are critical to helping students become successful word solvers across the elementary grades.

Your knowledge of foundational skills as they are outlined in the Tennessee Foundational Literacy Standards along with ongoing assessment and observation will inform your teaching and enhance the growth of students as flexible word-solvers.

# Module 7: Supporting Teacher Reflection on Teaching Foundational Skills Through Reading & Writing

## Objectives

- Identify the role of reflection in sustaining improvement in teacher practice
- Consolidate content knowledge required to help teachers reflect on teaching foundational skills through reading and writing
- Examine coaching language that positions the teacher and coach as collaborative partners in reflection and learning
- Consider the role of active listening, paraphrasing and questioning to promote deep reflection
- Explore language of reflective coaching conversations

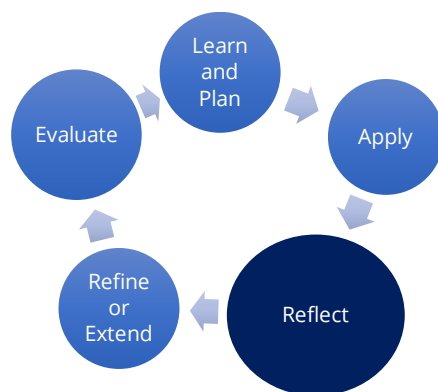
## Link to Tennessee Professional Standards

- Implementation
- Data
- Outcomes
- Learning Community

## TEAM Connection

- Assessment Plans
- Teacher Knowledge of Students

# The Coaching Cycle



The goal of coaching is to deepen teacher knowledge and understanding and improve instruction to ultimately increase student learning. Coaches are learners alongside teachers and are a part of the learning community. You have supported teachers in their learning about instructional outcomes as well as their planning for instruction. During the application phase of the coaching cycle, you may have modeled an instructional outcome for them, taught alongside them, or observed them as they taught and had a conversation afterward. Read the following chart and consider how you can incorporate reflecting about a teacher’s new learning into the coaching cycle.

Reflect Phase		
Provides reflective coaching conversations following the application in the classroom to prompt teacher reflection and promote sustained transfer		
Coaching Stance Continuum		
Consultant	Collaborator	Coach
<p><b>R</b>emember to ground the conversation  <i>Ground the reflection by analyzing student work and formative assessment data</i></p> <p><b>E</b>vidence in teacher and student data  <i>Ensure the coach and the teacher are thinking about content, pedagogy and student learning in the same way and grounding their conversation in data; provide an opportunity for dialogue that facilitates understanding</i></p> <p><b>F</b>ind connections between the instructional triangle  <i>Prompt reflection that focuses the conversation on the connections between and among the three points of the Instructional Triangle (content, pedagogy, and student learning)</i></p> <p><b>L</b>ead teachers to deepen understanding  <b>E</b>xplore possibilities  <i>Deepen the teacher’s content and pedagogical knowledge</i></p> <p><b>C</b>ommit to refinement or extension  <i>Acknowledge critical content or pedagogical information &amp; provide a means for having the teacher commit to continuing to refine the area of focus or make connections to other areas</i></p> <p><b>T</b>ake time to reflect on the process  <i>Provide an opportunity to solidify the purpose of reflecting together and the information to guide future coaching practices</i></p>		

**Discussion**

What are examples of how you have helped the teachers you work with to develop a reflective process?

What have you noticed about teachers' abilities to reflect on student data? On their actions? On their own understandings?

# How Does Reflection Sustain Improvement in Teacher Practice?

Lyons and Pinnell (2001) explain that “through coaching, you can help teachers establish the analysis and reflection that leads to independent learning” (p. 19). Although many of the instructional strategies in which we teach have routines and procedures, they also require that teachers feel confident in their ability to be flexible and responsive in order to meet the needs of diverse learners who are constantly growing and changing. This requires constant reflection.

Effective reflection demands more than simply noticing a hunch that you are having, even though it might begin with a gut feeling. As teachers, we must all constantly build our literacy content knowledge, while simultaneously improving our ability to see how our actions impact student behaviors. Coaches can support teachers in doing both. When coaches use reflecting conversations to help teachers look carefully at their own language and at students’ behaviors around reading, writing, and talk, they are providing teachers with a process that leads to an internalized reflective practice that will continue to strengthen over time.

Read the following quotes and summaries. Then, with your group, discuss what these authors are helping you understand about the role of reflection in sustaining improvement in teacher practice.

## Chart your thinking

1. "Coaching for self-reflection is a collaborative model in which the coach and the teacher work in partnership to make more effective decisions about classroom instruction. The ultimate goal of working with a literacy coach is to deepen the teacher's understanding of how students learn by facilitating self-reflection to bring about change in classroom instruction, which has the potential to lead increased student achievement. Rodgers and Rodgers (2007) wrote:

By supporting and fostering conversations about teaching...the coach has the opportunity to provoke not only deep reflection but also action regarding teaching. Through careful analysis, teachers have an opportunity to enhance practices that work, reform practices that don't work as well as they could, and abandon practices that seem to hinder what works. (p. 13)

In this model of coaching, a critical component of coaching conversations was the use of concrete data on the teacher's instruction to facilitate self-reflection and change. This critical component is often the missing piece to reading reform efforts."

(Peterson, Taylor, Burnham, & Schock, 2009)

2. As a staff developer you work alongside teachers in different classrooms, and together you reflect, analyze, and interpret students' work (e.g., writing workshop, interactive writing) and build personal and collective theories of literacy learning. Schon (1983) refers to this collaborative inquiry as reflection-in-action and suggests that the critical component is the examination and testing of different rationales—grounded in student work—to explain the impact of teaching on student learning. As a result of this analytic/reflective process, teachers construct a more complex and complete understanding of literacy learning and learn to adjust instruction to meet an individual student's needs. (Lyons & Pinnell, 2001, p. 155)
3. In their article "Differentiated Coaching: Fostering Reflection With Teachers" (2011) Stover, Kissel, Haag, & Shoniker define the role of the coach in fostering a reflective practice that allows teachers to do the following:
  - Increase understanding by linking new experiences with prior knowledge
  - Acknowledge the realities of their classroom practice
  - Make decisions about instruction based in evidence that promote student learning
  - Ultimately increase student achievement

(Stover, Kissel, Haag, & Shoniker, 2011)

Coaches support teachers in building their literacy content knowledge as well as reflecting on the impact their teaching has on student behaviors and understandings. Through conversations, coaches support teachers in reflecting on their practice and the impact it has on their students.

**Consider**

What are some key understandings that tie these quotes together?

How can coaches support teachers in analyzing data through reflective conversations?

Coaches support teachers in reflecting on their learning and application of instructional practices in the classroom. Let's explore some coaching moves that can support teachers in reflecting on their practice.

# The Coaching Role in the Reflection Phase: Listening, Paraphrasing & Questioning

We have spent time developing strong rationales for *why* we want to help teachers develop a reflective practice. It is also critical to consider *how* we can do this more effectively. Let's discuss some specific coaching moves you can use to support teachers.

## Active Listening to Support Reflection

As teachers reflect during coaching conversations, it is critical that coaches actively listen in order to:

- Make the teacher feel heard as they reflect
- Learn and understand where the teacher is coming from to meet them where they are and lift their thinking
- Avoid providing an autobiographical response or a solution

During active listening, coaches make sure to maintain rapport by using non-verbal cues.

These include:

- Maintaining eye contact
- Matching body language and positioning
- Nodding head
- Communicating a relaxed, open, and inviting stance through facial expressions

## Read & Discuss

Read more about the power of being present and listening to understand in “Active Listening: The Key To Transforming Your Coaching” by Elena Aguilar:

### **Active Listening: The Key To Transforming Your Coaching**

By **Elena Aguilar** on April 27, 2014 8:05 PM

I'm just about ready to declare that active listening is the highest priority skill for a coach to master and that it must be mastered prior to success using any other strategy. This is because I have seen and experienced innumerable instances where a coaching conversation either results in deep insight and big changes as a result of the coach's skill in using active listening or because a conversation has struggled because a coach didn't use active listening.

#### **Active Listening Defined**

Active listening is a deceptively simple skill. It's a communication technique which requires that the listener feed back what the other person has said and reflect that hearing the complete message that was expressed. Here's the biggest challenge: You can only do this if you're paying really close attention. Your mind can't wander, you can't drift into your own memories, you can't start generating solutions for the issue at hand, and you can't start mentally arguing with the speaker. You have to fully concentrate to get what it is the speaker is saying.

You're probably familiar with active listening--or paraphrasing--statements. They sound like:

- I hear that you worked really hard on that lesson and it didn't go as you wanted. You sound frustrated.
- It sounds like you're feeling really good about that interaction, that it went the way you'd hoped it would.
- What I'm hearing is that you'd like more acknowledgement of your work. You wish your principal had appreciated your efforts at the staff meeting.

The basic active listening stems: I hear...It sounds like...What I'm hearing is...So...In other words...

#### **Active Listening Challenges**

There are a few tricky things about using active listening. First, it can be hard not to sound like a parrot. If you just repeat back what the speaker has said, he/she won't feel heard, because it's not about accurately remembering and repeating the words. However, using some of the speakers' words can also help the speaker feel like you really listened--you paid attention to the exact words. Repeating a few words that might have been particularly meaningful to the speaker can be effective.

The second challenge is to be cautious that you're not overly interpreting what someone else is saying. For example, you might say, "It sounds like you were really angry when your teaching partner said..." And the speaker might respond by saying, "No, I wasn't really angry. I was just upset, I wasn't angry." If you overly interpret too much, you risk losing your coachees trust in your ability to understand him/her.

One of the ways to navigate these tricky parts is to always add a statement to the end of an active listening stem that is something along the lines of, "Did I get that right?" Or "Is that correct? Or is there anything else you want me to know?" This allows the speaker to clarify what was said, to take ownership of the communication, or even to change his/her mind. For example, someone might say, "It's true--I did sound really angry. But now that I think about it, it wasn't so much anger as hurt. I felt really disrespected."

### **The Key to Active Listening: Empathy**

One question I'm often asked about active listening is "How can you do it and not sound like a robot? How can you make it authentic?" I understand this question--when I first started incorporating active listening into my coaching (and into conversations with my husband!) I felt like those "I-hear-that-you..." came sputtering out. I was trying hard to show that I could do this thing and that I'd heard the precise language. But I hadn't quite understood what the whole active listening thing is all about.

Here's the key, the core, the reason why it's so powerful and transformational: Active listening is about empathy. It's not so much about the exact words that you use as the listener, it's about the feeling behind them. It's about *who you are being* when you use them--are you being a caring, compassionate coach? Or are you being someone who is trying to be right--to get the right sentence stem out of her mouth?

For me, once I'd tackled my own monster judgments, I was truly able to listen to another person and get their message. I learned to manage distractions and stay focused, to listen for the underlying sentiments, and then to find the words--simple ones often work best--to convey that I heard and felt what the speaker was communicating.

When someone actively listens to us with empathy, we feel it. We feel acknowledged and recognized. We feel that the listener has connected with us and seen us. It's a powerful experience.

When a coach (or principal or parent or spouse) uses active listening it can create an opening into other conversations. I've seen this over and over and over again. Coaches who effectively use active listening can guide their coachees into all kinds of conversational explorations--into the scary realm of equity, into conversations about beliefs, and into making big changes in their classrooms. But without using active listening--without verbal ways to express empathy--those conversations struggle.

New coaches often ask me, "What's the one thing I can work on to improve my coaching?" Active listening. It's foundational for building trust and connection between you and your client.

As first appeared on edweek.org's *The Art of Coaching Teachers* on April 27, 2014. Reprinted with permission from the author.

Using the Four A's talk structure, read the text with the following four questions in mind:

What do you <i>agree</i> with in the text?
What <i>assumptions</i> does the author hold?
What would you <i>argue</i> with?
What parts do you <i>aspire</i> to?

When all have finished reading, have a conversation in light of each of the A's.

(City, 2014, p. 15)

### Share

What are the big ideas about active listening that you are taking away from this article?

### Paraphrasing to Support Reflection

Paraphrasing what you have heard a teacher say is one very effective way to facilitate reflection and confirm listening. Coaches paraphrase in order to:

- **Empathize** with the teacher's reflection (convey an understanding of feeling)
- **Clarify** the teacher's reflection (seek more information to better understand)
- **Confirm** the teacher's reflection (state that you are on the same page)
- **Summarize** the teacher's reflection (organize the information for the speaker)

The chart below contains the four reasons for paraphrasing and some examples of statements you may have heard teachers make. Work with a partner to paraphrase the teacher statements below with a specific goal (empathize, clarify, confirm or summarize) in mind. Write what you might say to a teacher in each box in order to empathize, clarify, confirm or summarize.

<b>Teacher Statement</b>	<b>Empathize</b>	<b>Clarify</b>	<b>Confirm</b>	<b>Summarize</b>
The kids in this group sound like robots, and I am not sure why.	<i>EX: There are so many dimensions to fluency that sometimes it is a challenge to determine what is getting in the way of fluent reading.</i>	<i>EX: It sounds like you are having a hard time determining what dimensions of fluency need to be improved.</i>	<i>EX: Fluent, expressive reading is so important.</i>	<i>EX: You're saying that students are struggling to read in an appropriately expressive way.</i>
I feel like I am spending a lot of time teaching word study lessons but I am not sure if my students are understanding the principles I am teaching.	<i>EX: Phonics Assessment can be so tricky because you ultimately want to see how students are applying their learning to their reading and writing.</i>	<i>EX: It sounds like you're not sure how to assess how well your students are applying their new learning to reading and writing.</i>	<i>EX: It is always our goal that students apply their new learning to reading and writing.</i>	<i>EX: You are just not sure how to assess if your students are applying their learning to their reading and writing.</i>
The range of word solving abilities in my class is vast.				
I really want to get to the share portion of the whole-group word study lesson, but I almost always run out of time.				
I get confused about some of the terminology related to foundational skills.				

Teacher Statement	Empathize	Clarify	Confirm	Summarize
I'm never quite sure what to teach next.				

### Questioning to Support Reflection

Questioning can lead to reflection. Establishing rapport and a collegial relationship supports coaches in engaging in reflective conversations with teachers. West and Cameron (2013) explain why questions are the key to reflection and to successful coaching.

Read the excerpt below and consider why coaches ask questions and what makes for effective questions.

In order to understand what a teacher wants and values, her goals and struggles, and how to be of assistance, coaches need to ask a lot of probing questions. Coaches need to make sure their motivation in doing so comes from a place of genuine curiosity and willingness to support learning. Questions that are thinly veiled interrogations, that back teachers into corners or make them feel exposed and ignorant will quickly damage any coaching relationship. Trust can be built through questions; it can also be destroyed through questions (West & Cameron, 2013, pp. 84-85).

When we take an inquiry stance in coaching, and ask in order to genuinely understand, so much is gained.

- We develop relationships where the teacher's voice is honored.
- We learn about what a teacher values and beliefs.
- We can unpack a teacher's thinking in order to build on her understandings.
- We can build a repertoire of ways to reflect that teachers can internalize and use independently.

Effective questions that promote reflection have the following characteristics:

- Open-ended (questions primarily begin with "how or "what")
- Positively framed
- Elicit multiple solution paths
- Allow for clarification of teacher's thoughts and ideas
- Focused and deepen the teacher's reflection around the instructional strategy and content goals

We can also use questioning to call for certain actions and ways of reflecting during coaching conversation. Teachers may be asked to reflect through questions that provide opportunities for the teacher to:

- Discuss objectives
- Explore evidence
- Make connections to the instructional triangle
- Deepen understanding
- Explore new possibilities
- Commit to refinement
- Commit to extension
- Discuss the benefit of their reflective conversation

**Discuss as a table group:**

What are some challenges you have in asking questions of teachers?
How is the information above helpful in building your understanding of the importance of questions in reflective coaching conversations?

Now that we have talked about specific coaching moves, let's explore some tools that coaches can use for setting goals, observation, and reflection.

# Tools to Support Observation, Reflection and the Analysis of Teaching

In Module 6 you examined the “Self-Assessment of Teaching Foundational Skills Rubric” to rate your own level of understanding of the content of Modules 1-6. Consider how this tool might also be used as a tool for observation and reflection of teaching.

“The Developing Language and Literacy Teaching Rubric” (DLLT) is another tool designed for coaches and teachers to use in observing and reflecting on teaching. Word Study is one instructional strategy that is included in the DLLT (Hough et al., 2013) and can be useful for setting goals, and analyzing teaching. Take a look at the DLLT for word study on pages 169 and 170. It provides examples of the kinds of teaching and learning behaviors that might be evident in classrooms for the purpose of observation and reflection.

Read through these tools and reflect on the questions that follow.

<b>Self-Assessment of Teaching Foundational Skills</b>	
I have an understanding of the content of Tennessee Foundational Literacy Skills.	Strong 5 4 3 2 1 Beginning
I understand the learning goals for each grade level in the Tennessee Academic Standards & Alignment Document.	Strong 5 4 3 2 1 Beginning
I use observational and assessment data to identify the foundational strengths and needs of students.	Strong 5 4 3 2 1 Beginning
I know how to teach for specific foundational skills outside the text and within continuous text.	Strong 5 4 3 2 1 Beginning
I know how to use the available texts, materials and resources to teach foundational skills.	Strong 5 4 3 2 1 Beginning
I use each instructional strategy in the Elements of the Literacy Block to teach for foundational skills (Interactive Read Aloud, Shared Reading, Small Group Reading, Interactive Writing, Word Study lessons, etc.).	Strong 5 4 3 2 1 Beginning
I observe and assess student learning in order to assess the effectiveness of my teaching decisions.	Strong 5 4 3 2 1 Beginning

## Developing Language and Literacy Teaching Rubric

**Teaching for Foundational Skills: Out of Text** Time began: \_\_\_\_\_ Time ended: \_\_\_\_\_

*Minilesson:* The teacher:

___ Does not provide a statement or other evidence of a clear principle.	___ States a principle but it is either unclear or inappropriate for the students.	___ Provides a minilesson with a principle that is stated in fairly clear language (with some potential misconceptions as evidenced by students' comments and/or inattention).	___ Provides a minilesson with a clearly and explicitly stated principle OR asks children to derive the principle from examples and to state the principle clearly and explicitly.
___ Examples are used mainly to show the student how to do the application task without reference to the principle.	___ Examples are presented but contribute little to understanding.	___ Uses examples to support understanding; teacher checks for understanding.	___ Uses good examples; teacher checks for understanding and helps students understand how the principle is related to reading and writing.
___ May provide directions or assignments but does not help students relate the task to the principle.	___ Provides limited directions for the application task and at least partially helps students relate the task to the principle.	___ Demonstrates the application task adequately enough to help students perform it and helps students relate the task to the principle.	___ Clearly demonstrates and explains the application task and explicitly relates it to the principle.

*Application:* The teacher:

___ Provides an application task that is not appropriate for the children OR involves rote practice without potential for helping students develop greater understanding of the principle; may be a worksheet.	___ Provides an application task that has limited potential for helping students develop greater understanding of the principle.	___ Provides an application task that is appropriate and has some potential for helping students develop greater understanding of the principle.	___ Provides an application task that is appropriate and has strong potential for helping students develop greater understanding of the principle.
___ Provides explanations that are unclear and/or enable few students to perform the task independently.	___ Explains the application task in a way that enables some students to perform the task independently.	___ Explains the application task in a way that enables most students to perform the task independently.	___ Explains the application task in a way that enables almost all students to perform the task independently.

*Sharing: The teacher:*

__Does not restate or reinforce the principle or reinforce learning through experience.	__Partially restates the principle but does not reinforce the learning.	__Either clearly restates the principle or reinforces the principle through experiences (but not both).	__Teacher clearly restates the principle and reinforces learning, through examples of students' work.
__Provides little or no time for sharing. Students may quickly report without discussion.	__Has students share their work but they primarily report answers with limited elaboration on their understanding.	__Students actively participate in sharing and offer some comments about how they did their work.	__Students actively participate in sharing, comment on their work, and show evidence of learning the principle.

Adapted from Hough et al., 2013

Coaches and teachers can use tools to help improve and refine their practice. The charts featured above can be useful tools for coaches and teachers during planning, observation, coaching, and reflection.

<ul style="list-style-type: none"> <li>How might documents like the “Self-Assessment of Teaching Foundational Skills Rubric” and “The Developing Language and Literacy Teaching Rubric (DLLT)” support teachers in developing a vision for effective teaching?</li> </ul>
<ul style="list-style-type: none"> <li>How might you use each of these documents during conversations within the coaching cycle, including Learn &amp; Plan, Apply, and Reflect?</li> </ul>
<ul style="list-style-type: none"> <li>What are the advantages and disadvantages of using these tools with teachers?</li> </ul>
<ul style="list-style-type: none"> <li>How might you modify these tools during a coaching session to make them more manageable tools for improving instruction?</li> </ul>

## Coaching Observation Checklist

Take a look at another tool for reflection, the “Coaching Observation Checklist” below. How might this checklist be a helpful guide for coaches to use in reflecting on their own practice?

- Demonstrates Active Listening
  - ☐ Listens to learn and understand
  - ☐ Pauses and allows think time
  - ☐ Paraphrases
  - ☐ Avoids autobiographical responses or providing immediate solutions
- Questions Promote Reflection
  - ☐ Questions are open-ended (questions primarily begin with “how or “what”)
  - ☐ Questions are positively framed
  - ☐ Questions elicit multiple solution paths
  - ☐ Questions allow for clarification of teacher’s thoughts and ideas
  - ☐ Questions are focused and deepen the teacher’s reflection around the instructional strategy and content goals
- Grounds Conversation in Evidence
  - ☐ Focuses conversation on goals for student learning
  - ☐ Elicits the teacher to make connections between pedagogical practice and student results
  - ☐ Provides teacher with requested evidence collection as needed
- Maintains Rapport
  - ☐ Maintains eye contact
  - ☐ Matches body language and positioning
  - ☐ Nods head
  - ☐ Expression is relaxed, open, and inviting

Just as teachers engage in reflecting on their practice, so should coaches. Reflection most often leads to seeking out information and professional learning to target needs and improve practice.

## **Professional Learning Planning Tool for Foundational Skills**

As you plan for professional learning sessions it is important to reflect upon the strengths and needs of the teachers with whom you are working. The “Professional Learning Planning Guide” is another useful tool that allows coaches to examine the areas in which teachers might need support when teaching foundational skills. Once you have used this tool to identify a focus for future learning sessions, the “Guiding Questions for Planning to Teach Foundational Skills in Text and Out of Text” can help to clarify how you might go about building understandings with the teachers.

### **Read & Discuss**

Read through the “Professional Learning Planning Guide” and the “Guiding Questions for Planning to Teach Foundational Skills in Text and Out of Text.”

### **Professional Learning Planning Guide**

- ☐ Identifying grade-appropriate foundational skills to teach
- ☐ Knowing how to teach explicitly outside the text for Foundational Skills
- ☐ Knowing how to expand the learning to other in text contexts across the day (Shared Reading, Interactive Writing, etc.)
- ☐ Knowing how to select high-quality materials, tools, and resources to use for teaching/application
- ☐ Knowing how to set the measurement criteria for the cycle and knowing what evidence to collect
- ☐ Knowing how to link the in text teaching with out of text teaching to help students apply what they have learned while reading and writing independently

### **Guiding Questions for Planning to Teach Foundational Skills in Text and Out of Text**

- What data will I use to establish a purpose for the lesson or the new learning?
- What protocol will I use to engage teachers in analyzing that data and drawing conclusions?
- What new learning will I provide for teachers?
- How will I engage teachers in generating that new learning for themselves?
- What tools or resources might I use for this new learning?
- What will I look for as teachers prepare to take this learning back to their classrooms?
- How will we set the measurement criteria for the cycle? What evidence might we collect?

**Discussion**

How might you use this planning guide to support teachers with reflecting on teaching foundational skills?

Once you have determined what the content of a learning session will be, how might these guiding questions support the way you structure the session?

Let's think now about the importance of professional learning for coaches to build their understanding so they can better support teachers.

# Professional Learning for the Teaching of Foundational Skills in Reading & Writing

Lyons and Pinnell (2001) describe how a “learning spiral” cycles between theory, rationale, practice, and reflection to improve student outcomes over time. Through this cycle, you help teachers analyze and reflect on teaching in order to become more sensitive to children’s behavior as evidence of learning.

Procedures are refined as teachers gain a deeper understanding of the interplay between teaching decisions and student learning...Rationales are an important component of teacher learning, no matter what the content. Teachers want something practical and useful—something we might even call directive or prescriptive. This need must be satisfied but not without offering and discussing good rationale for why the procedure might be helpful to children. So rationales—the reasons why—are provided early, but only after teachers have engaged in the process with support and assistance can they deeply understand the underlying theory. (p. 12)

In order for coaches to effectively support teachers in this cycle around a specific instructional strategy, they first need clarity about the theory, rationales, and procedures.

Constructive work with colleagues gives you opportunities to build understanding. Use this opportunity to work together to consolidate some of your new learning about interactive writing and interactive speaking activities.

Based on your current understandings of teaching foundational skills through reading and writing both out of text and in text, work with your colleagues at your tables to clarify the following questions below. Use resources and notes from previous modules to support your conversations. Add your thoughts to the chart below:

- If used effectively, how do these instructional strategies impact student learning?
- What is the value of developing teacher expertise in both areas?
- What should a teacher consider when planning for each of these instructional strategies?
- What data should inform planning?
- How will teachers know if they are meeting the goals they have selected for writers?
- What will indicate that a lesson has been successful?
- What routines and structures need to be in place for teaching and learning to be effective?
- What professional and student resources might be used? What materials does a teacher need to implement effectively?

Consolidating Our Learning to Support the teaching of Foundational Skills Through Reading & Writing			
		Out of Text	In Text
LEARN & PLAN	How does this instructional strategy impact student learning?		
	What is the value of developing teacher expertise in this area?		
	What should a teacher consider when planning for this instructional strategy?		
	What data will inform planning?		
	How will teachers know if they are meeting the goals they have selected for students?		
	What will indicate that a lesson has been successful?		
APPLY	What professional and student resources might be used?		
	What materials does a teacher need to implement effectively?		
	What routines and structures need to be in place in order for teaching and learning to be effective?		

**Discuss the following with your table group:**

How might you use the information on these charts to plan coaching sessions?

How might constructive experiences like these be integrated into your learning sessions to build common understandings and trust amongst the teachers that you work with?

We have explored together some helpful tools and resources for our coaching and learning sessions. Now, let's take a look at some classroom teaching. Keep in mind the coaching moves and tools to support observation, reflection, and analysis of teaching.

# Reflecting on Foundational Skills and Planning for Coaching

## **View Coaching Example**

Let's develop our vision for a reflective coaching conversation by watching an example. We will begin by watching a classroom teacher (Lauren) observing her coach (Alesa) engaging her students in a word study lesson (out of text) and consider how she supports foundational skills. We will follow the teaching example with a reflective coaching conversation between Lauren and Alesa.

As you watch the teaching consider the following:

- What did you see?
- What did you hear?
- What are you wondering?
- What did children learn in this lesson?
- What was effective in the teaching based on your current understanding of foundational skills?
- What was less effective?
- What might you help the teacher think about?

## Coaching Moves & Purposes

It is important that your coaching conversations are collegial, thoughtful, and intentional. Each question you put forth to the teacher can be considered a coaching “move.” It calls the teacher to action by asking that she respond by reflecting in a very specific way. Carefully read the “Coaching Moves and Purposes” in Appendix E. It provides a framework for reflective coaching conversations and a planning tool for coaches

Based on what you understand about this framework, find some examples of powerful language that the coach used during the reflective coaching conversation you just observed between Lauren and Alesa. Use the chart below to sort the language examples that you noted.

Coaching Moves & Examples of Coaching Language	Powerful Language from Video
<p><b>Ground the conversation in student evidence</b></p> <p><i>Purpose: Means of ensuring the coach and the teacher are thinking about content, pedagogy and student learning in the same way and grounding their conversation in data; provides an opportunity for dialogue that facilitates understanding</i></p> <p><u>Discuss objectives</u></p> <ul style="list-style-type: none"><li>• What were your goals for this lesson? What did you want students to say or do to let you know it was successful?</li><li>• Tell me about why you wanted students to complete this particular task. What were you hoping students would learn?</li></ul> <p><u>Explore student and teacher evidence</u></p> <ul style="list-style-type: none"><li>• How did your lesson go? How do you know?</li><li>• How did your use of implicit vocabulary instruction within your interactive read-aloud influence your students' vocabulary acquisition? How do you know?</li><li>• How did your student work compare to the outcomes you wanted?</li><li>• What evidence supports that your students understand ___?</li><li>• How did you engage students in developing their understanding of (insert topic here) during the lesson?</li><li>• How did what you heard students say compare to what you wanted to hear?</li><li>• What does the students' work tell us about students' acquisition of new vocabulary?</li></ul>	

Coaching Moves & Examples of Coaching Language	Powerful Language from Video
<p><b>Connect the Instructional Triangle</b></p> <p>Purpose: <i>Means of prompting reflection that focuses the conversation on the connections between and among the three points of the Instructional Triangle</i></p> <p><u>Utilize open-ended, probing questions</u></p> <ul style="list-style-type: none"> <li>• What are some of your hunches about why students ___?</li> <li>• What effect did your (insert instructional practice) have on your student outcomes?</li> <li>• How did you plan for your vocabulary instruction for this lesson? How did planning for your vocabulary that way influence students' vocabulary acquisition?</li> <li>• Talk to me about your student work in connection to your goals for this lesson. What might be some instructional practices that caused (insert observations of student work)?</li> <li>• How did the structure of your partner talk impact the responses you heard from students?</li> <li>• What effect did your instructional decisions have on the results that you saw in your student work?</li> </ul> <p><u>Provide evidence from lesson:</u> When a teacher is not accurately surfacing areas of focus, the coach may switch to a consultant role and provide evidence of what he/she noticed in the lesson</p> <ul style="list-style-type: none"> <li>• I noticed when the students were asked to ____, students ____.</li> <li>• We identified that students (insert student outcomes). During the lesson, I noticed that the (focus on instructional practice) questions were...model included...vocabulary instruction focused on...</li> <li>• <i>Follow-up question...</i>How do you think (insert instructional practice referenced) influenced your student outcomes?</li> </ul>	

Coaching Moves & Examples of Coaching Language	Powerful Language from Video
<p><b>Deepen Understanding and Explore Possibilities</b>  <i>Purpose: Means of deepening the teacher's content and pedagogical knowledge</i></p> <p><u>Utilize open-ended, probing questions</u></p> <ul style="list-style-type: none"> <li>• What might be some ways that you could continue to reinforce the students' vocabulary acquisition as you are engaging them in the interactive read aloud?</li> <li>• What might be some elements of Accountable Talk that could enhance your discussions?</li> <li>• How might your questioning be impacting your student data? What might be some ways you could adjust your questioning to see different results?</li> </ul> <p><u>Provide research-based options: When the teacher struggles to surface focused ideas or solutions</u></p> <ul style="list-style-type: none"> <li>• Some possible options might be...</li> <li>• What thoughts do you have about using...</li> <li>• As we consider (anchor document or thought), what might be some ways that (insert practice)...</li> <li>• Here is an example of a way...</li> </ul>	

Coaching Moves & Examples of Coaching Language	Powerful Language from Video
<p><b>Refine or Extend</b></p> <p><i>Purpose: Acknowledge critical content or pedagogical information &amp; provide a means for having the teacher commit to continuing to refine the area of focus or make connections to other areas</i></p> <p><u>Discuss purpose</u></p> <ul style="list-style-type: none"> <li>• Why is it important to...?</li> <li>• What might be some reasons you would want to...?</li> <li>• How might ____ impact student learning?</li> </ul> <p><u>Commit to refinement</u></p> <ul style="list-style-type: none"> <li>• How might you apply what we discussed today?</li> <li>• You talked about (insert teacher idea). How might I support you in implementing that idea in an upcoming lesson?</li> <li>• What will you do in your next lesson based on today's conversation?</li> <li>• What are some things you want to continue to do?</li> <li>• What are some things you want to try as a result of today's conversation?</li> </ul> <p><u>Commit to extension</u></p> <ul style="list-style-type: none"> <li>• What might be some ways you could support other teachers in developing their ability to (insert instructional practice)?</li> <li>• How might (insert instructional practice) assist you in (insert other content area)?</li> <li>• What might be some other times it would be helpful to (insert instructional practice)?</li> </ul>	
<p><b>Reflect on Process</b></p> <p><i>Purpose: Provides us with an opportunity to solidify the purpose of reflecting together and information to guide our future coaching practices</i></p> <p><u>Close the conversation</u></p> <ul style="list-style-type: none"> <li>• How has today's conversation impacted your thinking?</li> <li>• As you reflect on our time together, what has helped you?</li> <li>• How has our conversation today helped you?</li> <li>• What was most beneficial about our session today?</li> <li>• How has the support this week helped you?</li> <li>• What have you found most beneficial in this coaching cycle?</li> </ul>	

# Observation of Teaching

In order to refine the work we do as coaches, it is important to practice our craft. Let's revisit a second grade teaching example on homophones that you are very familiar with from Module 4 in order to prepare for a coaching roleplay. This time we are honing in on coaching around the minilesson only.

## Prepare for Roleplay

- Review the lesson plan
- Review your notes about the minilesson from your first viewing on p. 99 of your manual.
- Watch clip of minilesson again
- Add any additional observations to your notes. Pay particular attention to places where you might want to support further reflection by the teacher in order to improve her practice.

Second Grade Word Study Lesson – Homophones
<b>Lesson Considerations:</b> <ul style="list-style-type: none"><li>• Integrate Tennessee Foundational Literacy Standard - 2.FL.WC.4a</li><li>• Consider student needs in connection with standard goals, e.g., while writing, students are writing the wrong word to fit their intended meaning.</li><li>• Identify lesson purpose and objectives based on student needs. Recognize and use homophones (words that have the same sound, different spellings, and different meanings): e.g., their, there, they're.</li></ul>
<b>Foundational Skill/Principle:</b> Know and apply grade-level phonics and word analysis skills when encoding words: use conventional spelling for one-syllable words including homophones.
<b>Materials Needed:</b> <ul style="list-style-type: none"><li>• Chart paper for writing homophones</li><li>• Word cards for sorting</li><li>• Four box sort sheets</li></ul>
<b>Minilesson:</b> <ul style="list-style-type: none"><li>• State the foundational skill in clear, concise language.</li><li>• Language to share with children: "Some words sound the same, but look different and have different meanings."</li><li>• Use an adequate number of meaningful examples to make the foundational skill clear.</li><li>• Use visual models (charts, magnetic letters) to demonstrate the foundational skill:<ul style="list-style-type: none"><li>◦ by/buy, no/know</li></ul></li><li>• Write words on the chart and have children use words in a sentence, using the correct spelling of the word to fit its meaning.</li><li>• Record the students' examples on the anchor chart.</li></ul>

**Additional Notes:**

Where in this minilesson might you want to support further reflection by the teacher in order to improve her practice?

Now that you have reviewed the lesson carefully, let's make a plan for coaching.

# Planning for Coaching

The “Coaching Moves and Purposes” document located in Appendix E provides a useful framework for coaches to use when planning for reflective coaching conversations. It provides a predictable structure for teachers that will support them in engaging in a genuine, collegial conversation about their teaching.

## Prepare for Roleplay

In preparation for roleplaying a coaching conversation about the lesson you just observed, work in triads to do the following:

- Consider your reflections on the lesson.
- Based on what you observed and discussed, plan together for a coaching conversation to support this teacher in reflecting on her teaching.
- Use the “Coaching Moves and Purposes for a Reflective Coaching Conversation” for examples of coaching questions or statements to be used in a reflective conversation.
- Record the language that you plan to use in this conversation in the chart below.

<b>Planning for a Reflective Coaching Conversation</b>	
<b>Ground the Conversation in Student Evidence</b> Means of ensuring the coach and the teacher are thinking about content, pedagogy and student learning in the same way and grounding their conversation in data; provides an opportunity for dialogue that facilitates understanding	
<b>Connect the Instructional Triangle</b> Means of prompting reflection that focuses the conversation on the connections between and among the three points of the Instructional Triangle	
<b>Deepen Understanding and Explore Possibilities</b> Means of deepening the teacher’s content and pedagogical knowledge	
<b>Refine or Extend</b> Means of acknowledging critical content or pedagogical information & providing an opportunity for the teacher commit to continuing to refine the area of focus or make connections to other areas	
<b>Reflect on Process</b> Means of providing an opportunity to solidify the purpose of reflecting together and information to guide future coaching practices	

### **Role Play Coaching**

- Select one person to be the teacher, one to be the coach, and one to be the scribe.
- Engage in a coaching conversation that helps the teacher reflect on the lesson.

### **Reflection on the Coaching**

As the classroom teacher what are you taking away?

As the coach, what are you taking away?

As the scribe, what did you notice about the way the coach supported the teacher in reflecting?

# Providing Differentiated Support for Reflective Practice

Just as students are at different places in their learning, so too are teachers. Just as it is important to differentiate support for students, it is also important to differentiate support for teachers. Each time we work with a teacher, we think about their current understandings and meet them where they are.

“For meaningful change to occur, teachers must have a voice in the process of their own learning. Therefore, coaches must heed teachers’ voices so that coaching is differentiated to the needs and interests of their teachers” (Stover, Kissel, Haag, & Shoniker, 2011, p. 499).

## Think, Pair, Share

What are some of the challenges you face as a literacy coach in meeting the different professional development needs of teachers?

In what ways have you differentiated coaching to support those needs?

## **Working with Teachers Who Find Reflection Difficult**

Skepticism and cynicism have been identified as learning stances that make communication in the coaching relationship difficult (West & Cameron, 2013).

A skeptic is characterized by their cautious approach to new learning and practices. Their skepticism actually makes them a very valuable participant, as they raise issues that we may not yet have considered. Pointing skeptics towards reflecting on evidence in student behaviors can be a way to help them take on new thinking and practices.

A cynic is defined as someone who has experienced so many change initiatives during their career that they have lost faith that any new way of thinking will be around long enough to make a real difference. These colleagues often care very deeply about their teaching practice, despite their lack of engagement in reflecting on how new information might be incorporated into their teaching.

No matter what category they fall into, teachers may find reflecting difficult. While we might be inclined to avoid interactions with these challenging colleagues, doing so will “widen the gap between those teachers who become more skillful through coaching and those who don’t engage in coaching” and can defeat “the purpose of coaching as a process for developing school-wide coherence in instruction” (p. 84).

## **Understanding Resistance**

As a table group, try to brainstorm reasons that a teacher might show skeptical or cynical behaviors. Whether they are cautious or jaded, what might really be getting in the way of reflecting on new learning in meaningful ways?

## **Examining Evidence of Resistance Activity**

1. In small groups, generate a list of three statements that you might hear (or have actually heard!) from a skeptical or cynical teacher. Record these in the “Teacher’s Comment” column.
2. Next respond to this comment. Do you agree or disagree? Try to get behind the teacher’s thinking. Hypothesize about why this teacher might be saying this. Are they cynical? Are they skeptical?
3. Make an action plan. Determine an action that will address the teacher’s concern and/or help to expand their understandings.
4. Plan for some language, including paraphrasing, that will open a conversation with the teacher and begin to address the issue.

<b>Teacher Comment</b>	<b>Thoughts/Responses/Hypothesis</b>	<b>Action Plan</b>	<b>Language to Support Action Plan</b>
<i>My students complete the word study activities but it doesn't seem like they can apply what they are learning to their reading and writing.</i>	<i>Wonder how the teacher understands what it looks like to teach and prompt for the application of foundational skills in text.</i>	<i>With teacher, examine shared reading, small group instruction, and/or interactive writing lesson plans to find opportunities to link and apply foundational principles. Identify language to make those links.</i>	<i>It sounds like students may need some more explicit support in linking what they are learning in word study lessons to reading and writing. Let's take a look at your plans to see if there might be some opportunities to make these connections very clear to the students. Then we can think together about some language you might use to make these links.</i>

(Casey, 2006, pp. 30-31)

It can be helpful to plan for language of resistance so you are able to respond in a positive and professional way.

## Developing Collegial Relationships with All Teachers

West & Cameron provide some suggestions for developing a collegial relationship with all teachers:

1. Develop a personal relationship in order to understand them as a human being and as a professional. Look for common points of interest. Help them reflect on their teaching and re-ignite their passion by connecting content to their values and beliefs.
2. Include them in learning sessions and reflecting where they can construct understanding with peers. Responses from peers can often lead to reflection because they may perceive the coach as an “outsider” and their colleagues as “insiders.”
3. When colleagues push back on ideas, do not dismiss their idea, but nudge them to provide rationale and alternative solutions. Try to understand their perspective and position them as problem solvers in this work.
4. Acknowledge the experience and expertise of all participants. Connect reflection to prior knowledge.

(West & Cameron, 2013, pp. 84-85)

Keep these suggestions in mind as we think about difficult coaching situations we have experienced and strategies we can use to build relationships with resistant teachers.

## Tackling Will Gaps

1. Reflect: Take a moment to write about a difficult coaching situation you have experienced.
2. Read: At your tables, jigsaw read “Tackling Will Gaps: When a Coachee Doesn’t Want to Change,” Elena Aguilar (2016).
  - All read introduction and the section called “What are Will Gaps?”
  - Jigsaw the six strategies to tackle will gaps.
  - Share out with colleagues at your table about the main idea of the portion of the article that you read.
3. Share: With a partner, share your difficult coaching situation and brainstorm how one of the strategies from this article or from West & Cameron’s suggestions might support you in connecting more effectively with this colleague in the future.

Teachers are at a variety of places in their professional journeys. Coaches will need to understand resistance and work to establish collegial relationships that allow all teachers to grow in their learning.

## **Tackling Will Gaps: When a Coachee Doesn't Want to Change**

By **Elena Aguilar** on May 2, 2016 8:25 AM

One of the key transformational coaching tools is the concept I've termed, "Mind the Gap." This idea (which I didn't create) suggests that in order to effectively do something, we need knowledge, skills, capacity, emotional intelligence, and will. Many coaches feel that the hardest gap to address is the will gap and so I want to offer you some strategies to do so. Before we talk strategy, let's make sure we're on the same page in defining a will gap.

### **What Are Will Gaps?**

Within this concept, will is defined as motivation, commitment, passion, and engagement. True will gaps are rarer than you think. Most of the time, when I've perceived others as having big will gaps (meaning I thought they were resistant) what I discovered as a got to know them was that they had big *skill* and *knowledge* gaps. When we can't do something, we often mask that with appearing to be disengaged or resistant. This is why coaches need to be cautious about concluding that someone has a will gap.

Will gaps come in different sizes. Sometimes a skill gap leads to a will gap and they become so entwined with each other that we can't tease them apart--and a little will gap emerges. And sometimes if we close a little will gap, we can get at the skill or knowledge gaps in a more efficient and strategic way.

I've found that a coach's fear of someone else's will gap can make the will gap seem bigger than it is. We get anxious when we face push back, questions, or even resistance and that can lead us to perceive a larger gap than may really be there. And sometimes, we turn a question (that feels like push back) into a will gap.

Let's get to what you can do when you perceive a will gap.

#### **1) Ready Yourself**

You'll only really close a will gap if, as a coach, you approach it with compassion. When I suggest that you ready yourself, I'm suggesting that you remember that you too, at some point in the past, present or future, will have a will gap. At some point, you may feel hesitant to do something (perhaps you have a will gap to approach someone else's will gap).

Enter the will gap conversation with compassion, humility and curiosity. Whenever you notice that the person you're coaching might be struggling with will, (or engagement, motivation or passion) activate your compassion. Soften your heart, and let your eyes reflect that softening. Take a deep breath and know that will gaps can be closed, and that you know enough as a coach to do so. And then try the following strategies.

## **2) Activate Autonomy**

Will gaps can be connected to feelings of disempowerment. When we feel disempowered, we start disengaging. So for coaches, our work is to put the learner back in the driver's seat. We need to remind our client (or "coachee") that he or she can make decisions and has autonomy.

You can find many moments in a conversation when you can re-ignite autonomy. This can sound like:

- What would you like to talk about today?
- Of those three things, what order would you like to talk about them in?
- How much time would you like to allocate to each of those things you want to talk about?
- What do you think we could talk about that would help you feel better?
- What's one thing you might be able to try that would help you address that challenge?

Any time you are inviting your client to determine the direction of the conversation, of the work together, or of his or her decisions in the classroom, you're lighting the fires of self-determination. Kindle that autonomy back into a raging fire and you'll close will gaps.

## **3) Connect to Core Values**

There's a much greater likelihood that we'll feel a will to do something when we can see how the *why* of doing it connects to our core values or personal mission. This is the work, then, of a coach: To help our clients see the connections between the discrete pieces that we want to coach them on and their core values. Here's an example of what this could sound like:

- "I know you've been reluctant to introduce the think-pair-share structure to your kindergarteners. I also remember you sharing that you really want your kids to be prepared for first grade. I'm wondering what connections you see between your kids using TPS and being ready for first grade? How could TPS help them be ready? Which specific skills could they develop by using this structure?"
- Or you can try this: "I know you feel frustrated that you need to write lesson plans. It might help if we can find some connections between what you're being asked to do (writing the plans) and your core values. Would you be willing to explore that?"

## **4) Connect to School Mission**

Will gaps can also be diminished if we can see the connection between the thing that we're not engaged in or feeling resistant to, and the larger school or organizational mission. This, of course, implies that the school's mission and vision are clearly articulated and alive (not just written on some document). This can sound like this:

"It seems like you're not onboard with our new advisory program this year. When I've been in your room during advisory, your kids have been doing study hall rather than the curriculum that we developed. I know you value our school's mission to develop young people who are empathetic and self-aware. Can we talk about how advisory might support our kids to reach this vision?"

### **5) Ask questions**

These are the kinds of questions I ask when I'm sensing a will gap. I ask them with compassion, mindful of my body language and tone of voice, and I ask them with an intent to confront, or interrupt the fixed mindset.

- "What would it take for you to implement think-pair-share with your kindergarteners?"
- "What would need to happen for you to try this?"
- "Would you be willing to try it?"
- "On a scale of 1-10, how reluctant do you feel to try TPS with your kindergarteners?" If the response is higher than zero, then you say: "Great! If your willingness is at a 2, then let's go with that!"
- You can also ask, "I'm curious if you have any will at all to try this? You can be honest - and if you have none at all, then that's useful for me to know. But if you have any will, then I can figure out how we work with that."

### **6) The Art of Nudging**

When I encounter will gaps, I decide that I won't be scared of the other person's resistance. And I won't give up. I often think that the art of coaching is the art of nudging--and when I find will gaps, I attempt to nudge and nudge until either it's clear that the other person doesn't want to change or until change happens.

If someone doesn't want to change, there may be implications. For example, if it's expected that the new advisory program be used, then it's now an administrator's responsibility to follow up. As a coach, my job isn't accountability, it's to cultivate growth. My job ends when someone doesn't want to grow.

I practice transformational coaching, and within this framework, *we can't make people do things*. Doing things out of fear or accountability or compliance isn't transformation. This doesn't mean that a teacher can opt out of a program or initiative that a school has adopted, it doesn't mean that a teacher can yell at kids or sit at her desk all day. If that's what a teacher is doing and refuses to change, it's not a coaching conversation. But will gaps, within a coaching context, can be closed. Go forth and close them!

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# Connection to Professional Learning Standards

Read over the Professional Learning Feedback Tool in Appendix E.

Discuss the role of reflection in each area: data; learning communities; implementation; and outcomes.

In which area(s) is teacher reflection most essential?

In which area(s) have you most successfully supported reflection?

# Reflection: Connections to School and District

When new experiences are encountered and mediated by reflection, inquiry, and social interaction, meaning and knowledge are constructed. Learning takes place, as does adult development. When actively engaged in reflective dialogue, adults become more complex in their thinking about the world, more tolerant of diverse perspectives, more flexible and open toward new experiences. Personal and professional learning require an interactive professional culture if adults are to engage with one another in the processes of growth and development. (Lambert, p. 35, 2002)

Look back at the goals you set for your own learning for this training. Then, reflect on the following questions.

How has the information provided in the last three days connected to the goals you set for yourself and your learning?	
<b>Content</b>	<b>Coaching</b>
What is your biggest take-away from this training?	
<b>Content</b>	<b>Coaching</b>
What are the next steps as you go back to your school and district?	
<b>Content</b>	<b>Coaching</b>

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# Appendix A: Phonics Inventory (Module 2)

## Early Literacy Concepts:

Generate a list of 4–5 Early Literacy Concepts that students need to understand to be successful as readers and writers.

- 1.
- 2.
- 3.
- 4.
- 5.

## Phonological Awareness:

For each word below, indicate the number of phonemes and the number of graphemes.

Word	Graphemes	Phonemes
Eight		
Carefully		
Calm		
Would		
Was		
Sound		
Shoe		
String		
Hedge		
Switch		

Use the word *pit* and do the following:

- a) Add a phoneme to the beginning.
- b) Add a phoneme at the end.
- c) Change the phoneme at the end.
- d) Change the middle phoneme.
- e) Delete a phoneme.
- f) Change the beginning phoneme.

Divide these words according to the categories listed along the top.

Word	Onset/Rime	Phonemes
dog		
pumpkin		
poisonous		
cut		
watermelon		
flavor		
animal		
absolutely		
water		
tornado		

### Letter Knowledge:

Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Oo, Pp, Qq, Rr, Ss, Tt, Uu, Vv, Ww, Xx, Yy, Zz  
 Letter Sorts: Sort the letters using their visual features. Sort them several different ways and provide a brief description of how you formed your categories.

Sort By:	Description of Category:

Why are these letter forms often confusing to students? What does that mean for your instruction?

- a) r, n, m, u, h
- b) b, d, g, q
- c) k, x, y, v
- d) M, W, N

### Letter-Sound Relationships:

Circle the consonants that can represent two different sounds. Write down each sound.

b c g f p s l

Use the following consonants, make as many words as you can that have clusters at the beginning, middle, or end of a word.

t s r l k n w p m c g b d

Consonant Cluster	Beginning	Middle	End

Long Vowel Sounds. In each of the rows of words listed below, underline all the words that contain a long vowel sound.

Space	Hungry	Fudge
Hot	Flag	Mitten
Moon	Cute	mice
Freedom	Crew	jet

Short Vowel Sounds. In each of the rows of words listed below, circle all the words that contain a short vowel sound.

Blast	Rock	Shock
East	Sail	Crust
Skunk	Chop	Write
Book	Feather	Trick

### Spelling Patterns:

Using the supplied vowel phonograms patterns, sort them into categories and then describe how you categorized them. What are you noticing about each category?

-and	-ame	-ark
-ice	-ook	-air
-eep	-oy	-end
-ick	-ow	-

List four words that fit each spelling pattern provided.

VC	CVC	CVCe	CVV	CVVC	VCe	VCC

## High-Frequency Words:

Circle the words that are among the top 100 high-frequency words in English.

me	jump	down	who	for
what	like	boy	here	will
through	each	the	knew	don't
not	fun	one	play	until
us	since	name	I'd	did
friend	away	enough	before	happy
because	might	than	was	give

Knowledge of a core of high-frequency words is a valuable resource in reading and writing. Recognizing and/or writing a word quickly and automatically increases fluency and frees attention for thinking about the meaning of what you are reading or writing. In addition, known words can be used as examples to help readers and writers solve unfamiliar words.

For example,

- a) If you know *the*, it helps you know *then*.
- b) If you know *car*, it helps you know *carpet* or *garden*.
- c) If you know *stop* and *play*, it helps you know *stay*.

Create three of your own using the above as a resource.

- d) If you know \_\_\_\_\_, it helps you know \_\_\_\_\_.
- e) If you know \_\_\_\_\_, it helps you know \_\_\_\_\_ or \_\_\_\_\_.
- f) If you know \_\_\_\_\_ and \_\_\_\_\_, it helps you know \_\_\_\_\_.

## Word Meaning/Vocabulary:

Types of words: Use the following word list for the next few items.

playhouse	Read	Bat	wind	explain
blame	Which	Red	angry	dove
happy	Hardwood	greenhouse	foolish	polish
horse	Reed	down	praise	turnpike
wise	Not	doorknob	clumsy	joyful
present	Define	desert	bow	create
destroy	Graceful	headquarters	knot	mad
doghouse	Witch	hoarse	dove	handcuffs

### Using the words above, find examples for each item below.

Compound words: write three

- a)
- b)
- c)

Synonyms: write three pairs

- a)
- b)
- c)

Antonyms: write three pairs

- a)
- b)
- c)

Homophones: write three pairs. Two or more words that sound the same, but have different meanings.

- a)
- b)
- c)

Homograph: write three pairs. Two or more words that look the same, but have different meanings and may have different pronunciations

- a)
- b)
- c)

Vocabulary: define each of the prefixes listed below:

un-  
pre-  
mis-  
bi-  
post-  
dis-

## Word Structure:

Adding endings: Add the endings in the left column to the words along the top as they apply to each word.

Endings:	pummy	frong	trake	flay
-s				
-er				
-est				
-ing				
-ly				
-less				

Forming Plurals:

Word	Plural	Generalization
jeep		
monkey		
candy		
dress		
scarf		
car		
wife		
man		
sheep		

Contractions: In the blank table below, sort the following contractions according to the word that contracted. Then label the categories.

I'm	that's	don't	we're	mustn't	you'll
she'll	it'll	you'd	let's	what's	he'll
they'll	I've	you're	you've	doesn't	we'll
aren't	there's	should've	they've	they'd	it's
haven't	won't	you'll	could've	we've	can't

--	--	--	--	--	--	--	--

### Word-Solving Actions:

Make two new words by changing, adding, or taking away letters and word parts. Use as many extra letters as you want to make the new words. Make a third word if you can.

Word:	New word	New word	Bonus word
pan			
round			
just			
post			

Think of a word and change it to make a new word.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What did you notice about how you made new words (changing, adding, or taking away one more than the others)?

Solving Unfamiliar Words: From the three words listed below, select the one that is least familiar to you.

- 1.) How do you say it?
- 2.) What does it mean?

Word	Say	Mean
lucubration		
ultracrepidarian		
persiflage		

## Appendix B (Module 3)

### Coding Reading Behaviors

A Running Record is a tool for coding, scoring and analyzing a child's precise reading behaviors. Marie Clay's book *An Observation Survey of Early Literacy Achievement* contains a complete and thorough description of this technique and provides a running record form to be used for this purpose.

Taking running records of children's reading behavior requires time and practice, but the results are well worth the effort. Once learned, the running record is a quick, practical, and highly informative tool.

Taking a running record involves sitting beside the child while he reads a text, usually one the child has read once before. Both teacher and child are looking at the same text. The teacher watches the child closely as he reads, coding behaviors on a separate form or a blank piece of paper. The teacher does not intervene; her role is that of a neutral observer. When the child needs help to move on, the most neutral thing is to tell the child the word. This process offers an opportunity to observe what the child can do on his own without adult support.

The following chart provides some coding conventions to support your work.

**Coding Conventions:** Everything the reader does is recorded above the actual text. Anything a teacher does as an intervention is written beside the text. That way you can see what actions the reader took and what support the teacher provided. This is not a time for teaching, just observing and recording the reader's actions.

#### Running Record Coding Conventions

Accurate reading	Coded as a check mark above each word in the text the child read
Substitutions	The substitution is written above the actual word in the text: <u>puppy</u> dog
Repetitions	Coded as a R and written next to the √=check mark. <u>√/R</u> dog
Repetition of more than a word	If a reader repeats more than a word, a line is drawn back to where the repeat began. √ √ √ <u>puppy/R</u> dog

Self-Correction	Noted as SC and coded above the actual word in the text (because it was initiated by the child) <u>puppy/SC</u> dog
Omission (left out text)	Coded as a – above the word in the text. – dog
Insertion (adds text where there is none)	Coded as a caret between two words in the text. √ √ <u>red</u> √ √ ^
Appeal and Told (when a child is stuck and asks for help)  You try it and Told is recorded next to the text since the teacher said those words	Coded as A (appeal), followed by Y (you try it) and depending on that prompt you might just have to give a T (told)  √ √ √ <u>A/</u> / text Y / T  <ul style="list-style-type: none"> <li>• Sometimes after the "you try it" prompt readers will get the word correct and you then mark it with a √.</li> <li>• If he substitutes an incorrect word, you record it as a substitution and move on.</li> </ul>

Adapted from Clay, 2005, pp. 58-67

## Appendix C (Module 4)

### Blank planning sheet

Word Study Lesson Plan
Lesson Considerations: <ul style="list-style-type: none"><li>• Integration of Tennessee Academic Standards</li><li>• Consider student needs in connection with standard goals</li><li>• Identify lesson purpose and objectives based on student needs</li></ul>
Foundational Skill/Principle:
Materials Needed:
Minilesson: <ul style="list-style-type: none"><li>• State the foundational skill in clear, concise language</li><li>• Use an adequate number of meaningful examples to make the foundational skill clear.</li><li>• Use visual models (charts, magnetic letters) to demonstrate the foundational skill</li></ul>
Application: <ul style="list-style-type: none"><li>• Engage students in the application of the foundational skill using manipulatives or another specific task that extends learning opportunities</li></ul>
Group Share: <ul style="list-style-type: none"><li>• Observe student responses to gain formative assessment data and consider to how to link this foundational skill/principle to reading and writing of continuous text.</li></ul>

Planning Process Sheet	
Steps in the Process	Findings/Decisions
1. Consult the Tennessee Foundational Literacy Standards for your grade level (this provides a systematic skills scope and sequence).	
2. Observe and assess students' current foundational skills understandings through specific assessments (early literacy concepts, letter identification, high-frequency words, word writing, etc.) and through analyzing students' independent writing and oral reading behaviors.	
3. Analyze the data that you collected through your observations and assessments to look for patterns of what students partially know or do not yet know to decide what needs to be taught.	
4. Reference the Alignment Document or <i>The Fountas &amp; Pinnell Literacy Continuum</i> to consider some possibilities for teaching at your grade level.	
5. Select a principle and begin designing the word study lesson/application activity for the group. Phrase the principle in language that is clear and concise to students.	
6. Find words that are examples of the principle.	

# Appendix D (Module 6)

## Walk-through Document

Analyzing the Environment		
Things to look for in a classroom environment	Comments	√
Are there are well defined areas for large, small, and independent work?		
Is the classroom library inviting and well-organized?		
Are books easy to find and return?		
Are books integrated into work centers?		
What kinds of resources are on the classroom walls and display areas to help students think about and learn words?		
What kinds of references and resources are available for student use?		

<b>Things to look for in a classroom environment</b>	<b>Comments</b>	√
How is print displayed and featured in various areas of the room?		
Is there a word center?		
Are lists of words posted on the walls that relate to areas of the curriculum such as math, science, or social studies?		
Are there numerous displays of written language at student eye-level?		
Are pocket charts used in several locations?		
Are materials labeled?		

<b>Things to look for in a classroom environment</b>	<b>Comments</b>	<b>√</b>
Are there resources such as poems, big books, and other print materials readily available for students to read?		
Are all materials organized for easy access and return?		
Is furniture and dividers arranged so that the teacher can have a full view of the classroom?		
Is there a comfortable and well-supplied area of independent reading? Independent writing?		
Are noisy and quiet areas separated?		
Is there a well-organized place for teacher materials?		

# Appendix E (Module 7)

## Developing Language and Literacy Teaching (DLLT) Rubric System for Word Study

Word Study	Time Began:	Time Ended:	
Minilesson: The teacher:			
___ Does not provide a statement of other evidence of a clear principle.	___ States a principle but it is either unclear or inappropriate for the students.	___ Provides a minilesson with a principle that is stated in fairly clear language (with some potential misconceptions as evidenced by students' comments and/or inattention).	___ Provides a minilesson with a clearly and explicitly stated principle OR asks students to derive the principle from examples and to state the principle clearly and explicitly.
___ Examples are used mainly to show the students how to do the application task without reference to the principle.	___ Examples are presented but contribute little to understanding.	___ Uses examples to support understanding: teacher checks for understanding.	___ Uses good examples; teacher checks for understanding and helps students understand how the principle is related to reading and writing.
___ May provide directions or assignments but does not help students relate the task to the principle.	___ Provides limited directions for the application task and at least partially helps students relate the task to the principle.	___ Demonstrates the application task adequately enough to help students perform it and helps students relate the task to the principle.	___ Clearly demonstrates and explains the application task and explicitly relates it to the principle.
Application: The teacher			
___ Provides an application task that is not appropriate for the students OR involves rote practice without potential for helping students develop greater understanding of the principle; may be a worksheet.	___ Provides an application task that has limited potential for helping students develop greater understanding of the principle.	___ Provides an application task that is appropriate and has some potential for helping students develop greater understanding of the principle	___ Provides an application task that is appropriate and has strong potential for helping students develop greater understanding of the principle.
___ Provides explanations that are unclear and/or enable few students to perform the task independently.	___ Explains the application task in a way that enables some students to perform the task independently.	___ Explains the application task in a way that enables most students to perform the task independently.	___ Explains the application task in a way that enables almost all students to perform the task independently.
Sharing: The teacher:			
--- Does not restate or reinforce the principle or reinforce learning through the experience.	___ Partially restates the principle but does not reinforce the learning.	___ Either clearly restates the principle or reinforces the principle through experiences (but not both).	___ Teacher clearly restates the principle and reinforces leaning, through examples of students' work.
___ Provides little or no time for sharing, Students may quickly report without discussion.	___ Has students share their work but they primarily report answers with limited elaboration on their understanding.	___ Students actively participate in sharing and offer some comments about how they did their work.	___ Students actively participate in sharing, comment on their work, and show evidence of learning the principle.

(Hough et al., 2013)

## Coaching Moves & Purposes

Coaching Move	Examples of Coaching Questions or Statements to Be Used in a Reflective Conversation
<p align="center"><b>Ground the Conversation in Student Evidence</b></p> <p><i>Purpose: Means of ensuring the coach and the teacher are thinking about content, pedagogy and student learning in the same way and grounding their conversation in data; provides an opportunity for dialogue that facilitates understanding</i></p>	
<u>Discuss objectives</u>	<ul style="list-style-type: none"> <li>• What were your goals for this lesson? What did you want students to say or do to let you know it was successful?</li> <li>• Talk to me about why you wanted students to complete this particular task. What were you hoping students would learn?</li> </ul>
<u>Explore student and teacher evidence</u>	<ul style="list-style-type: none"> <li>• What were your impressions of how the lesson went? What leads you to believe it went well/did not go well?</li> <li>• How did your use (insert instructional practice) influence your students' ability to (insert student evidence look-fors? How do you know?</li> <li>• How did your student work compare to the outcomes you wanted?</li> <li>• What evidence supports that your students understand ___?</li> <li>• How did you engage students in developing their understanding of (insert topic here) during the lesson? How did what you heard students say compare to what you wanted to hear?</li> <li>• What does the students' work tell us about students' ability to (insert student evidence look-fors)?</li> </ul>

Coaching Move	Examples of Coaching Questions or Statements to Be Used in a Reflective Conversation
<p align="center"><b>Connect the Instructional Triangle</b></p> <p><i>Purpose: Means of prompting reflection that focuses the conversation on the connections between and among the three points of the Instructional Triangle</i></p>	
<p><u>Utilize open-ended, probing questions</u></p>	<ul style="list-style-type: none"> <li>• What are some of your hunches about why students ___?</li> <li>• What effect did your (insert instructional practice) have on your student outcomes?</li> <li>• How did you plan for (insert instructional practice) for this lesson? How did planning for ___ that way influence students' ___?</li> <li>• Talk to me about your student work in connection to your goals for this lesson. What might be some instructional practices that caused (insert observations of student work)?</li> <li>• How did (insert instructional practice) impact the responses you heard from students?</li> <li>• What effect did your instructional decisions have on the results that you saw in your student work?</li> </ul>
<p><u>Provide evidence from lesson:</u> When a teacher is not accurately surfacing areas of focus, the coach may provide evidence of what he/she noticed in the lesson and prompt further inquiry</p>	<ul style="list-style-type: none"> <li>• I noticed when the students were asked to ____, students ____.</li> <li>• We identified that the success indicators for this lesson were _____. As you look at the student evidence, one thing that I notice is _____. What else are you noticing?</li> <li>• <i>Follow-up question...</i>How do you think (insert instructional practice referenced) influenced your student outcomes?</li> </ul>

Coaching Move	Examples of Coaching Questions or Statements to Be Used in a Reflective Conversation
<p align="center"><b>Deepen Understanding and Explore Possibilities</b></p> <p align="center"><i>Purpose: Means of deepening the teacher's content and pedagogical knowledge</i></p>	
<p><u>Utilize open-ended, probing questions</u></p>	<ul style="list-style-type: none"> <li>• What might be some ways that you could continue to reinforce the students' (insert student evidence look-fors)?</li> <li>• What might be some ways (insert instructional practice) could continue to impact your students?</li> <li>• How might your (insert instructional practice) be impacting your student data? What might be some ways you could adjust your (insert instructional practice) to see different results?</li> </ul>
<p><u>Provide research-based options:</u> When the teacher struggles to surface focused ideas or solutions</p>	<ul style="list-style-type: none"> <li>• Some possible options might be...</li> <li>• What thoughts do you have about using...?</li> <li>• As we consider (anchor document or thought), what might be some ways that (insert practice) ...</li> <li>• Here is an example of a way...</li> </ul>

Coaching Move	Examples of Coaching Questions or Statements to Be Used in a Reflective Conversation
<p align="center"><b>Refine or Extend</b></p> <p><i>Purpose: Means of acknowledging critical content or pedagogical information &amp; providing an opportunity for the teacher commit to continuing to refine the area of focus or make connections to other areas</i></p>	
<u>Discuss purpose</u>	<ul style="list-style-type: none"> <li>• Why is it important to...?</li> <li>• What might be some reasons you would want to...?</li> </ul> <p>How might ____ impact student learning?</p>
<u>Commit to refinement</u>	<ul style="list-style-type: none"> <li>• How might you apply what we discussed today?</li> <li>• You talked about (insert teacher idea). How might I support you in implementing that idea in an upcoming lesson?</li> <li>• What will you do in your next lesson based on today's conversation?</li> <li>• What are some things you want to continue to do? What are some things you want to try as a result of today's conversation?</li> <li>• What teacher actions or adjustments are you considering that might positively impact what you are seeing from your student data?</li> </ul>
<u>Commit to extension</u>	<ul style="list-style-type: none"> <li>• What might be some ways you could support other teachers in developing their ability to (insert instructional practice)?</li> <li>• How might (insert instructional practice) assist you in (insert other content area)?</li> <li>• What might be some other times it would be helpful to (insert instructional practice)?</li> </ul>

Coaching Move	Examples of Coaching Questions or Statements to Be Used in a Reflective Conversation
<p style="text-align: center;"><b>Reflect on Process</b></p> <p><i>Purpose: Means of providing an opportunity to solidify the purpose of reflecting together and information to guide future coaching practices</i></p>	
<p><u>Close the conversation</u></p>	<ul style="list-style-type: none"> <li>• How has today's conversation impacted your thinking?</li> <li>• As you reflect on our time together, what has helped you?</li> <li>• How has our conversation today helped you?</li> <li>• What was most beneficial about our session today?</li> <li>• How has the support this week helped you?</li> <li>• What have you found most beneficial in this coaching cycle?</li> </ul>

## Professional Learning Feedback Tool

<b>Professional Learning Feedback Tool</b> This tool provides a continuum designed to assist school leaders in identifying areas for continuous improvement in the implementation of formal professional learning sessions. It focuses on four professional learning standards: data, learning communities, implementation, and outcomes.		
<b>Data</b> Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.		
Transforming	Developing	Emerging
<p>Participants collaboratively engage in the examination of educator, student, and system data to define individual, team, and system goals.</p> <p>Participants are actively engaged in designing both quantitative and qualitative measurement criteria for established goals.</p> <p>Participants are actively engaged in monitoring the impact of the application of their learning on individual student performance.</p> <p>Presenters/Leaders/Facilitators adjust agenda, activities, and support utilizing ongoing formative assessment of the participants' knowledge and skills.</p>	<p>A sense of purpose is established by the Presenters/Leaders/Facilitators through the connection of educator, student, or system data to individual, team, and/or system goals.</p> <p>Quantitative or qualitative measurement criteria are set by the presenters/leaders/facilitators for the established goals and the plan for monitoring is shared with participants.</p> <p>The presenter/leader/facilitator is responsible for monitoring the impact of the application of the learning on student performance.</p> <p>Presenters/Leaders/Facilitators utilize a set agenda, activities, and opportunities for support to monitor the progress of participants' knowledge and skills to adjust future plans for professional learning.</p>	<p>The objectives and goals are connected to educator, student, and/or system data, though that connection may not be explicitly stated.</p> <p>Quantitative and qualitative data exists that could be useful for monitoring progress towards goals.</p> <p>A plan for monitoring the impact of learning on student performance is not clearly articulated.</p> <p>Presenters/Leaders/Facilitators have a set agenda and activities planned that align to the objectives and goals for the learning session.</p>
<b>Learning Communities</b> Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.		
Transforming	Developing	Emerging
<p>Participants actively engage in an evidence-based reflective cycle to evaluate, refine, and modify their practice both individually and as a group.</p> <p>Participants are actively engaged in the learning process and are able to make connections to their own personal professional goals.</p> <p>Participants work collaboratively throughout the learning session to self-direct their own learning in alignment to established goals.</p> <p>Participants have shared accountability, collective responsibility, and make plans to support one another in the implementation of learning.</p>	<p>Presenters/Leaders/Facilitators engage participants in opportunities to reflect on their practice in connection to specific goals and/or data.</p> <p>Presenters/Leaders/Facilitators structure learning opportunities that encourage active engagement.</p> <p>Presenters/Leaders/Facilitators provide some opportunities for participants to work collaboratively.</p> <p>Participants have personal accountability and make plans for implementation of learning.</p>	<p>Presenters/Leaders/Facilitators direct reflections in connection to specific goals and/or data for participants.</p> <p>Presenters/Leaders/Facilitators present materials to the participants.</p> <p>Presenters/Leaders/Facilitators provide some opportunities for discussion.</p> <p>Presenters/Leaders/Facilitators encourage participants to implement learning.</p>

<b>Implementation</b>		
Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.		
<b>Transforming</b>	<b>Developing</b>	<b>Emerging</b>
<p>Higher order questioning and group discussion challenge pre-existing beliefs and practices as well as establish relevance for the learning.</p> <p>An explicit model of the learning is provided that clearly demonstrates how the learning will be implemented and labels the metacognition behind the practice.</p> <p>Learning is solutions-oriented, consistently building on prior learning and connecting to future learning as part of a plan that is well articulated and clearly defined.</p> <p>Specific, goal-oriented plans are made for on-going support of participants that are differentiated and scaffolded to meet all individual and group learning needs.</p> <p>Opportunities for constructive feedback and reflection are utilized by all participants and planned for both within the learning session and through ongoing job-embedded support.</p>	<p>Probing questions and group discussion are used to establish relevance for the learning and promote motivation for change.</p> <p>A model or example of the learning is provided that demonstrates how the learning will be implemented.</p> <p>Learning builds on prior learning and is connected to future learning as part of a plan that is communicated.</p> <p>Defined and specific plans are made for support of participants in connection to the learning.</p> <p>Opportunities for feedback and reflection are provided and utilized by most participants.</p>	<p>Presenter/Leader/Facilitator has provided the reasoning for why the learning is important.</p> <p>Learning is presented in a way that is clear and understandable.</p> <p>Learning loosely connects to other learning opportunities.</p> <p>Plans are made for support of some participants.</p> <p>Intermittent opportunities for feedback and/or reflection are provided.</p>
<b>Outcomes</b>		
Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.		
<b>Transforming</b>	<b>Developing</b>	<b>Emerging</b>
<p>Objectives for the learning are concrete and narrowly focused on specific professional needs aligned to collaboratively established goals.</p> <p>Participants are able to make clear connections between the learning and their goals related to the standards for teacher evaluation.</p> <p>Participants ensure that individual student goals are aligned to the rigor of the academic standards.</p> <p>Participants demonstrate a complete and accurate understanding of the skills and content knowledge needed to successfully implement the learning.</p>	<p>Objectives for the learning are focused on professional needs aligned to established goals</p> <p>Presenters/leaders/facilitators make connections between the learning and the standards for teacher evaluation.</p> <p>Presenters/leaders/facilitators articulate how student goals are aligned to the rigor of the academic standards.</p> <p>Participants demonstrate an understanding of the skills and content knowledge needed to successfully implement the learning.</p>	<p>Objectives for the learning are focused on professional practices.</p> <p>There are connections between the learning and the standards for teacher evaluation, though they may not be explicitly stated.</p> <p>Established student goals are aligned to the rigor of the academic standards, though those connections may not be explicitly stated.</p> <p>Participants demonstrate some understanding of the skills and/or content knowledge needed to implement the learning.</p>

(Tennessee Department of Education, 2016)

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## **Appendix E**

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